DOCUMENT RESUME

ED 192 350 CS 205 865

AUTHOR Knowlen, Marvin J. H., Ed.; Murphy, Lila B., Ed.
TITLE Writing is Witty, Responsive, Interesting, Timely, Impressive, Necessary, Graphic: Grades K-6.
INSTITUTION Saint Louis Public Schools, Mo.
PUB DATE 79
NOTE 148p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Elementary Education; *Learning Activities; Teaching Guides; *Writing Instruction; *Writing Processes; *Writing Skills

ABSTRACT

This guide contains activities for use in helping elementary school pupils increase the quality and quantity of their written expression. The first section of the book contains prewriting, writing, and postwriting activities designed to develop specific skills. The remaining eight sections offer prewriting, writing, and postwriting activities for writing (1) directions, (2) descriptions, (3) stories, (4) letters, (5) reports, (6) poetry, (7) journals, and (8) business-related materials. Appendixes contain a list of resource materials; suggestions for using films, filmstrips, and slides in writing instruction; and a list of recommended films and filmstrips. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192350

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WRITING IS

WITTY

RESPONSIVE

INTERESTING

TIMELY

IMPRESSIVE

NECESSARY

GRAPHIC

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

St. Louis Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

St. Louis Public Schools
St. Louis, Missouri

1979

CS205865

WRITING IS... - Grades K-6

Robert E. Wentz,
Superintendent of Schools

Ernest Jones,
Deputy Superintendent of Schools

Ronald Stodghill,
Associate Superintendent
Instructional Support Services

Prepared under the supervision of the Division of Curriculum Services

Anne E. Price, Executive Director

Geraldine Johnson, Elementary Supervisor
Edna J. Whitfield, Elementary Supervisor
Mary York, Elementary Supervisor

Marvin J. H. Knowlen
Lila B. Murphy — Editors

Production Committee

Helen Allen, Long School

Helen W. Austin, Euclid School

Harriette B. Brown, Bryan Hill School

Barbara T. DeClue, Clark Branch 2

Deanna D. Kiel, Waring School

Dennis Naegeli, Peabody School

Beverly Stevens, Froebel School

Copyright 1979
St. Louis Public Schools
St. Louis, Missouri

TABLE OF CONTENTS

SPECIFIC SKILL DEVELOPMENT STRATEGIES 1

Pre-Writing 1

Writing 2

Post-Writing 3

DIRECTIONS 13

DESCRIPTIONS 29

STORIES 33

LETTERS 111

REPORTS 115

POETRY 131

JOURNALS 157

BUSINESS 169

APPENDIX 185

Resource Material 185

Using Films, Filmstrips and Slides 187

Suggested Films 191

Language Arts 192

INTRODUCTION

WRITING IS... is an activity book compiled to suggest ways for teachers to help pupils increase the quality and quantity of their written expression. Teachers have expressed a need for additional techniques and tools to assist pupils in their written response to the world around them. This expression can take the form of prose or poetry.

Writing is essentially individual; it springs from the unique response that each person brings to his/her environment. Individual in character, writing needs freedom ... the freedom to express one's own feelings and perceptions of life.

The writing process comprises three basic phases: Pre-Writing, Writing, and Post-Writing. Pre-writing activities set the stage and motivate pupils toward a self-felt purpose for writing. The writing phase provides the opportunity for the pupil to translate expression into a variety of written forms. Post-writing activities include methods for evaluating the effectiveness of communication and ways of encouraging pupils to continue to express their ideas through writing.

SPECIFIC SKILL

DEVELOPMENT STRATEGIES

PRE-WRITING

1. List appropriate vocabulary on the chalkboard when a writing activity assignment includes a specific topic.

2. Put a few sentences that suggest a story on the chalkboard. To aid in plot development, add a question or two that the story should answer.

3. Incorporate letter and message writing into everyday classroom life. Thank you notes, invitations, and get-well cards should be made and sent often.

4. Collect materials to stimulate creative writing efforts.

   Suggestions:

   a. Pictures from magazines, pamphlets, storybooks, and newspapers. Cut these out and mount on kraft paper.

   b. Strips of cardboard but into 3 inch by 12 inch segments. Print starter sentences on these strips.

   c. Book jackets (with the review paragraph removed). Librarians are usually anxious to give away worn book jackets.

   d. Children's story record albums, games, and related activity books. Coordinate with subject areas to stimulate interest and creative writing assignments.

   e. Used prose and poetry books (chosen at the child's independent reading level) may be purchased at second hand stores, book fairs and rummage sales. Many of the older literature books are charmingly illustrated to spark imagination and creativity.

   f. Encourage children to supply their own materials, such as a favorite toy or souvenir, to stimulate creative writing.

5. Divide the class into five groups for chalkboard story writing. Each day a different group writes a chalkboard story. These stories should be corrected by the entire class.

6. Show a selected movie, stopping the projector at a high point in the film. Have the pupils write their own ending.

WRITING

1. Organize the classroom into "writing partners". Partners write a story together, helping each other with spelling and grammar. After stories are completed, a few pupils at a time may put stories on the chalkboard for group correction.

2. Record on chalkboard or paper experiences and stories for Kindergarten and Primary I students. In order to give reinforcement to beginning handwriters, allow the child to trace the written words with crayon or marker.

3. As young children begin to write independently, they may leave a blank space if they cannot spell a word. However, encourage them to try to write the beginning sounds. In a post-writing session, the spelling may be corrected.

4. Use index cards for spelling and vocabulary help during writing sessions. A card with the pupil's name is placed on each desk at the beginning of a writing period. When the child needs help with a word, he turns the card face up. The teacher writes the new word on the card. At the end of the writing period, the cards are collected and then redistributed at the beginning of the next assignment. The card provides a cumulative record of the child's writing vocabulary.

5. Allow children to write TV scripts, TV and radio commercials, anecdotes, stories, poems, song lyrics, and plays.

6. Provide each pupil with an opportunity to express his ideas frequently, freely, and privately in his own journal. If the child agrees, the teacher may read the journal entries and write his/her reactions to the ideas and arguments presented. The pupils should understand that journal entries will not be graded or corrected.

POST-WRITING

1. Use the writing conference with pupils to improve writing skills. When discussing a composition, attempt to develop the child's information on a subject through questioning. As the child masters a subject, he/she will become more confident about his/her ability to write.

2. Correct only one skill when checking creative writing assignments. For example, a set of papers might be corrected for capitalization errors only.

3. Develop a color code for correcting writing errors. For example, all capitalization errors might be corrected in red, all punctuation in blue. Familiarize the pupils with your code.

4. Pair pupils for story correction.

5. Allow children opportunities for reading their stories, thus stimulating motivation for self-correction.

6. Instruct pupils to copy difficult spelling words into a dictionary notebook. Each section or page would contain words beginning with the same letter of the alphabet.

7. Vary bulletin board display by occasionally typing corrected compositions.

8. Allow children to read completed compositions to the class for feedback on sentence and paragraph structure.

9. Use tape recorder to enable pupils to share completed compositions. The tapes may then be used for a listening lesson.

10. Prepare a writing folder for each child. Comparisons may then be made to see growth and development in particular skill areas.

11. Stress the fact that writing is to be shared and read; therefore, legibility and correct form are necessary.

HELPING CHILDREN TO IMPROVE THEIR OWN WRITTEN PAPERS

According to many authorities, the children's first creative writing drafts in the primary and intermediate grades should be rough copies without too much regard for spelling, punctuation, or sentence arrangement. This suggestion may be utilized because some children cannot be concerned with too many items at once. If they are too involved with mechanics, the creative flow of their thoughts slows down and might even disappear altogether. It sometimes seems better for most children to make a fast copy first.

The purpose of correcting the papers is to prevent similar errors in the child's next paper. It is beneficial to have the child proofread and correct his/her own paper in so far as possible and copy the paper before the teacher sees the first draft.

If the child and teacher have set up a series of criteria for proofreading, each child could work on the rough draft of his/her creative writing from the day before. The original paper should be completely proofread and corrected before additional writing is begun.

EVALUATING CHILDREN'S WRITING

A child's writing should never be evaluated apart from the child who wrote it. The nine following points will be adequate evaluation for the writing of any child. Before Grade 2 no child's writing should be evaluated as to form.

1. Was this a good piece of writing for this child?
2. Is this writer developing a style of his own? (Push him gently in that direction.)
3. Is there a behavior clue in this writing that will help me to understand this child better? (One clue is not enough. Wait and gather.)
4. Does this writer show improvement?
5. Has this writer experimented with any new words or ideas?
6. Is the writing well constructed?
7. How well is the child choosing and using vocabulary?
8. Has the child made use of the writing mechanics that he/she should know?

    a. Sentences
    b. Paragraphs
    c. Spelling
    d. Punctuation
    e. Margin
    f. Title

9. With what one or two points shall I help him in a conference?

ACTIVITY: Evaluation (chalkboard stories)

LEVEL: Primary, middle

MATERIALS: Chalkboard, chalk

PRE-WRITING: Divide the class into five groups for chalkboard story writing. Each day a different group writes a story.

WRITING:

1. Child writes story on chalkboard.

2. Teacher directs child who wrote the story to read the title and his story to the class.

3. Teacher refers to the following guide for correction.

Title:	Does it tell about the story?
Margins and Indenting	Are the margins even and large enough? Is the paragraph(s) indented?
Spelling	
Capitalization:	Are the important words in the title capitalized? Is the beginning of each sentence capitalized? Are important names and places capitalized?
Punctuation:	Do the sentences end with periods if they are telling sentences, question marks if they are asking sentences, or exclamation marks if they are sentences which show excitement? Are commas used to separate words in a list? Are nouns of address set apart by commas? Are answers to questions set off by commas? Are quotation marks used to show the exact words of someone?
Handwriting:	Are the shapes of the letters correct? Is the size uniform and acceptable? Is the slant uniform and acceptable? Is the color uniform and acceptable?
Usage:	Do the verbs and nouns agree? (plurality) Are the tenses consistent? Are pronoun references correct?

WRITING: 3. Continued

Story Idea: Is the story idea clever?
Does it develop logically?
Is there a beginning and topic sentence, a middle and build-up of suspense to the plot, and a logical development of an ending?

4. Teacher asks leading questions based on the guide above and the child asks first for compliments on his work and then criticism. The responses from the class need to be supported by the information suggested in the guide above. Each area is handled in the above manner.

POST-WRITING: 1. Teacher asks the class to evaluate each category with either √- , √ , √+ .

2. The teacher asks for an over-all evaluation of the story based on #1.

Storywriting in its initial stage is often exhibited through unrealistic self-characterization. The child may project himself into situations without logical development of a plot, often beginning a story in one situation and ending on another. This stage is characterized by lack of or little organization of ideas as well.

In a second stage there is a time sequence in events that occur; however, one finds little attention to details and plot. The child can now use characters in addition to himself.

The evolution of the third stage includes the organization of the story plot into a beginning, middle and end. The problem is set but not clearly resolved.

In the final stage, stories show evidence of paragraphing. Ideas relating to each other are grouped together. The child can develop components of the story and tie them together effectively using details, character development, and logical, realistic plot development.

Self-Evaluation Sheet for Story-Writing

Read your story to see whether it says what it was meant to say.

Check on the structure of the story.

Are your characters as real as you can make them?

Check your paper for stronger verbs and sharper word pictures.

Reread your story for sentence improvement and punctuation.

Check for correct spelling.

Reexamine your paragraphs.

Check on margin and title.

Now copy your paper in your best handwriting and relax!

A List of Timesavers

This is a collection of strategies which can be used by teachers to enable themselves to handle more pupil composition with less exhaustion.

1. Refuse to accept a careless or messy paper.

2. Use proofreading symbols and have pupils keep a copy of the symbols in their notebooks. Do not introduce more than three symbols at one time.

3. Read mostly for content and organization. If you wish to grade for technical proficiency, confine your corrections to one or two types of error in each paper. You might concentrate on sentence structure in one paper, on paragraphing in another. Let pupils know what kinds of mistakes you will be looking for.

4. Correct a few papers, chosen at random, in class. Use the opaque projector, or read aloud and correct the papers.

5. Without correcting or grading the papers, copy examples of good and poor writing from them; write these on the board and discuss them.

6. Have pupils exchange papers and work in pairs to check for mechanical errors. Many mistakes in sentence structure are found by simply reading the writing aloud.

7. Scan the papers and pick out a good one, a mediocre one, and a poor one. Read these to the class and discuss their good and bad points, while pupils take notes. Then return the papers and tell students to revise their work in the light of the discussion.

8. Set aside one period a week as a conference period, when pupils come individually to your desk to discuss their work. The others use the time to revise corrected themes, start new papers, or read.

9. Try to instill pride in their compositions by using various methods, such as:

    a. displaying in room
    b. displaying on a bulletin board
    c. collecting into a book
    d. publishing in school paper
    e. entering contests
    f. sharing writings at a parent meeting
    g. sending to principal
    h. making a ditto of best
    i. filing in pupil's folder

ACTIVITY: Descriptive Paragraph

LEVEL: Primary-Middle

MATERIALS: Story books, paper, pencil

PRE-WRITING: Talk about the pupils' favorite story book characters. Discuss with class ways of describing those characters in appearance, location, habits, etc.

WRITING: Have pupils write descriptive paragraphs about favorite characters, without naming the character.

POST-WRITING: Have pupils volunteer to read descriptions aloud and have others guess the name of the character.

ACTIVITY: Describing Characters

LEVEL: Primary-Middle

MATERIALS: Paper, pencils

PRE-WRITING: Discuss different story characters. Have pupils choose one and make a character observation. List on the chalkboard the character's physical features (hair, complexion, eyes, build, size), dress, speech, mannerisms and habits.

WRITING: Each pupil will describe a character and then write a story which includes the following:

1. The character going on a journey
2. Something unusual happening to the character
3. The character meeting a fairy that gives him a wish
4. The character returning home safely

POST-WRITING: After stories have been corrected, pupils may enjoy reading their descriptions above to their classmates.

ACTIVITY: Constructing sentences

LEVEL: Primary I, II

MATERIALS: Newspaper, magazines, scissors, paste, large colored paper

PRE-WRITING: Have children select and cut out interesting pictures and several words that can be put together to make sentences about the pictures.

WRITING: Have the children arrange the words in sentences. Check for correct sentence structure and grammar. Have the children paste the sentences under the pictures.

POST-WRITING: Children may read their sentences as they show their pictures to the class.

ACTIVITY: Sequencing Dialogue

LEVEL: Primary II, III

MATERIALS: Comic strips, pencils, paper, paste, envelopes

PRE-WRITING: Before class, cut dialogue balloons out of comic strips and clip frames apart. Have children select partners and distribute a set of comic strip frames to each pair of children. Have children arrange the comic strip frames in sequence and paste on construction paper.

WRITING: Have the pairs work together to fill in the dialogue balloons. Partners are to brain-storm and decide on an appropriate entry.

POST-WRITING: Have children read the comic strips to the class. The opaque projector may be used for class evaluation.

Variation: Cut out the balloon for only the last frame and have pupils fill in the comic strip ending.

ACTIVITY: Writing Dialogue - Imagination

LEVEL: Primary, Middle

MATERIALS: Magazines, newspaper, pencils, paper

PRE-WRITING: Ask each child to choose one pictured object from the magazine or newspaper; allow one minute for this activity. After child has cut out his/her picture, assign him/her a writing partner.

WRITING: Writing partners construct a dialogue between their pictured objects. Stress imaginative skills for diverse objects.

POST-WRITING: Writing partners mount their pictures on a large sheet of paper and copy their dialogue. Display.

ACTIVITY: Writing Dialogue (using pictures)

LEVEL: Primary, Middle

MATERIALS: Baby pictures, pencils, paper

PRE-WRITING: Ask the children to collect baby pictures. Pictures may be brought from magazines. After a collection has been established, discuss possible conversations that babies might have. Role play conversations after setting a scene. Examples:

1. Babies in a Supermarket
2. Babies watching their parents dancing.
3. Babies in a play-pen

WRITING: Divide class so that each child has a writing partner. Each partner should choose a baby picture. Partners choose a situation and write a dialogue between the babies. Proper punctuation for dialogue writing should be stressed.

POST-WRITING: Writing partners may mount the baby pictures and draw a background to depict the chosen situation. After punctuation correction has been made, writing partners read their dialogue to the class.

ACTIVITY: Using Descriptive Phrases

LEVEL: Primary, Middle

MATERIALS: Chalk, chalkboard, paper, pencil

PRE-WRITING: Draw three large squares on the chalkboard and label them from left to right: Who, What Happened, and Where. Write pupils suggestions for descriptive phrases in the appropriate boxes. Work with one box at a time.

Example:

Who	What Happened	Where
Joe, the monkey Mr. Banks	Slipped on a banana peel dropped a bomb	in the park on a cushion under a tree

WRITING: Have pupils select one item from each box and combine them to make a topic sentence for a story.

POST-WRITING: Stories are rewritten after corrections by the teacher, then read aloud and/or displayed on bulletin board.

ACTIVITY: Identifying Related Ideas

LEVEL: Primary III, Middle

MATERIALS: Chalk, paper, pencil

PRE-WRITING: Write on the chalkboard a group of sentences pertaining to a particular subject. Some non-related sentences should be included. Select an appropriate title.

WRITING: Have the children pick out the sentences that relate to the title and include them in a story.

POST-WRITING: Each child reads his/her story to the class. The rest of the class evaluate the story and agree or disagree as to whether the story has essential or non-essential information.

DIRECTIONS

ACTIVITY: Writing Directions in Sequential Order

LEVEL: Primary, Middle

MATERIALS: Paper, Pencils

PRE-WRITING: Discuss some of the following situations, beginning with a familiar simple operation. The pupils explain orally how they would do them. Stress proper order by asking, "What would you do first? Second? Next?"

- How to Make Kool-Aid
- How to Open a Door
- How to Open a Can
- How to Make a Sandwich
- How to Clean Out Your Desk
- How to Play Seven-Up
- How to Answer the Telephone
- How to Get Ready for School
- How to Make a Bed
- How to Fix a Bicycle Tire
- How to Take a Bath
- How to Operate a Tape Recorder
- How to Get Out of the House in Case of a Fire
- How to Feed Your Dog, Cat, Bird (or other pet)
- How to Wash Dishes
- How to Look up a Word in the Dictionary
- How to Brush Your Teeth
- How to Clean Out an Aquarium
- How to Tie Your Shoes
- How to Play a Game
- How to Plant a Seed
- How to Find Your Way to the Principal's Office
- How to Find Your Way Home
- How to Use an Elevator
- What to Do if You Lose Your Door Key

WRITING: Pupils write the directions to one or more of the above.

POST-WRITING: Pupils take turns reading their written directions aloud to the class. Class members comment about sequence. Each pupil makes necessary corrections.

ACTIVITY: Writing Directions

LEVEL: Primary

MATERIALS: Pencils, paper

PRE-WRITING: Ask a pupil to tell you how to get to the nearest supermarket. Emphasize giving clear, concise, and sequential directions.

WRITING: Have children write paragraphs on the following:

1. Directions for baking a cake or cookies.
2. Directions for playing a game.
3. Directions from the school to a downtown department store.

POST-WRITING: Choose a paragraph on baking or on playing a game. Let the class follow the directions.

ACTIVITY: Writing Directions

LEVEL: Primary, Middle

MATERIALS: Paper, pencils, construction paper, stapler, staples, ditto masters, cookbooks

PRE-WRITING: After a classroom cooking lesson or a study of cookbooks, discuss the structure of recipes. Write a recipe on the board with the class. (Recipe may be taken from reading books or health texts, 5th).

WRITING: Ask each child to write an original recipe. For Kindergarten and Primary I, allow the children to dictate a recipe. If children wish to illustrate recipe, they may do so.

POST-WRITING: Collect recipes, have them written on ditto masters, reproduce and distribute. Children may make a booklet. Booklet might be given as a gift.

VARIATION: Make a "silly recipe" collection. Children might want to use their imaginations to combine unusual ingredients and make a surprising concoction.

ACTIVITY: Writing Directions, Listing and Organizing

LEVEL: Primary III, Middle Grades

MATERIALS: Newspaper, pencils, paper, paste, scissors, and chalk

PRE-WRITING: Pass out newspapers. Children are to cut out out pictures of food from the food section of the paper and paste each item under the appropriate heading. The categories are: breakfast, lunch and supper. Have the children choose a partner. Each child is to check the partner's paper for proper organization.

WRITING: The children are to choose one meal and write the steps in preparing it. Emphasize giving specific directions.

POST-WRITING: Post the lists and let each child choose one thing from any list to bring from home to share. A list may be made and posted with the child's name, the dish he/she is to bring and the date the dish is to be brought. He/she tells how the dish was made. If cooking facilities are available, dishes may be prepared at school.

ACTIVITY: Writing Directions

LEVEL: Upper Primary, Middle

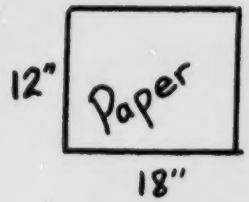
MATERIALS: Teacher may duplicate any or all the following sheets which provide materials for pupils to write directions.

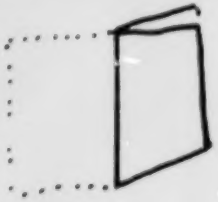
PRE-WRITING: Discuss importance of accurate directions.

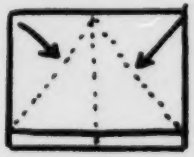
WRITING: Write directions.

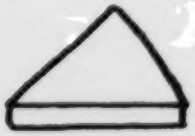
POST-WRITING: Read directions and see if children can make indicated activity. The teacher may even wish to make the donuts in class. Children may make some of the activities when all of his or her classwork is completed.

Write the directions to make a Celebration Hat. Make the hat.

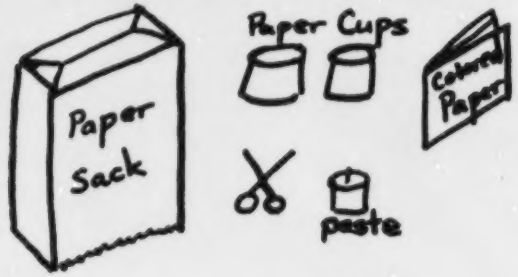








List the materials you would use to make a mask.

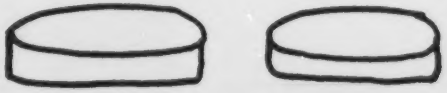


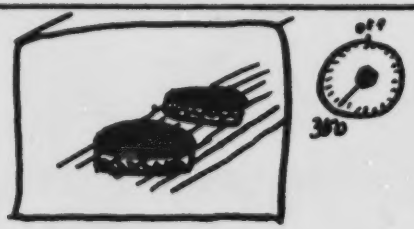
Tell how you would make the mask.

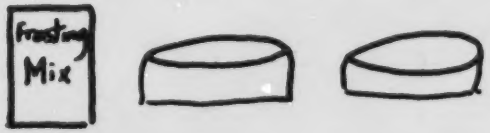
Step 1. _____

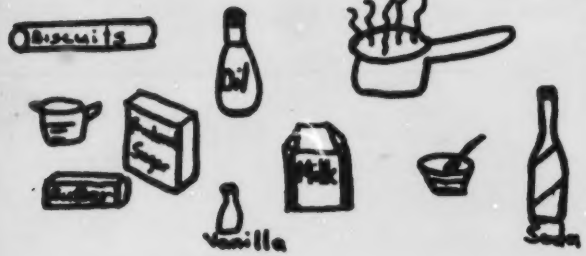
Draw your mask and tell who it is.

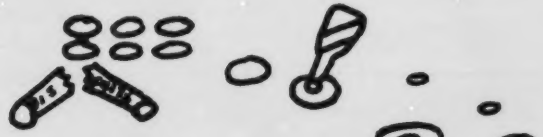
Write detailed directions for making a cake.

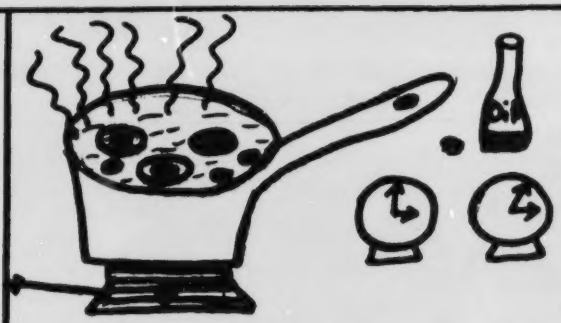


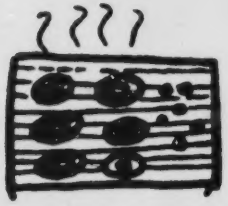


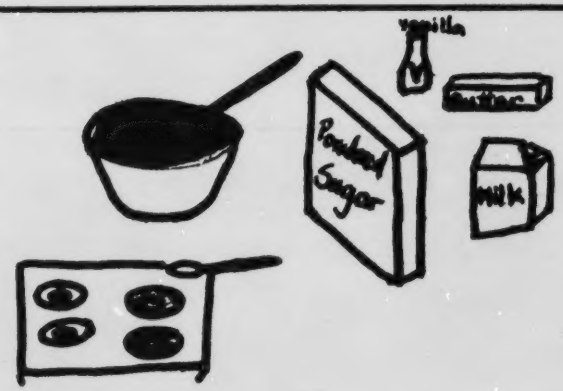




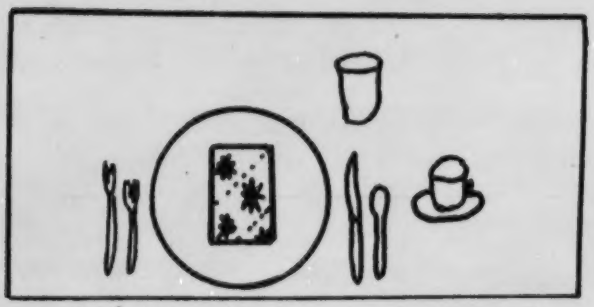








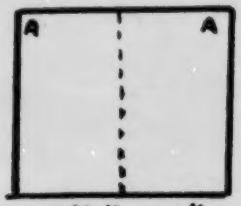
Finish-up-

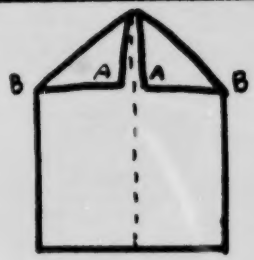


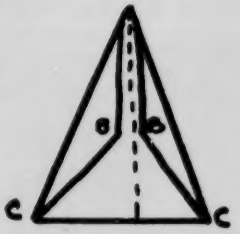
This is a table setting. Write detailed directions for setting a table. Be specific!

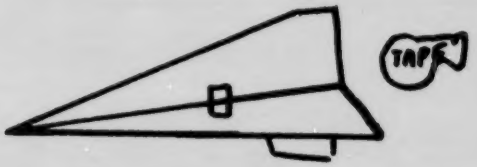
Now that you've written the directions, get a large piece of colored paper for your placemat. Also get smaller paper. Make the dinnerwear and attach it using glue.

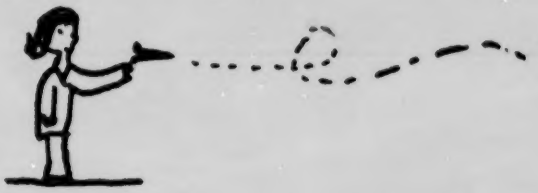
Write the directions for making an airplane. Make the airplane.











DESCRIPTIONS

ACTIVITY: Describing an Object

LEVEL: Primary I, II

MATERIALS: Object such as a stuffed or mounted animal, paper, pencil

PRE-WRITING: Display the stuffed animal (or other object). Let each child view it.

WRITING: Without discussing the animal (object), let each child write a paragraph which includes the following information:

1. What animal is it?
2. How does it look?
3. Where do you think it lives (is kept)?
4. If it could talk, what do you think it would say to you?

POST-WRITING: Let the children read their paragraphs aloud to the class. Display on a bulletin board; some pupils may wish to illustrate their paragraphs.

ACTIVITY: Writing Descriptive Paragraphs

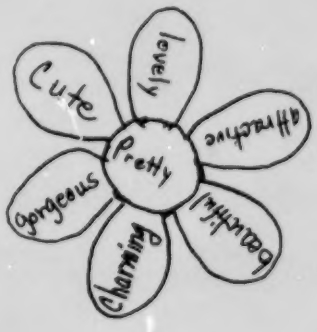
LEVEL: Primary III, Middle Grades

MATERIALS: Colored paper, scissors, paste, felt marker, paper, pencil
Discuss descriptive words and synonyms. Guide pupils in identifying and listing on the chalkboard many descriptive words.

PRE-WRITING: Distribute duplicated patterns for a flower. Have the children trace and cut out, and paste on construction paper a center and as many petals as needed to make a flower. Have each child choose a word and write the word on the flower center. Then ask each child to write a synonym for that word on each of the petals.

WRITING: Have the pupils write a paragraph using the descriptive words on their flowers.

POST-WRITING: Children can make a book of synonyms.



ACTIVITY: Describing Sounds

LEVEL: Primary-Middle

MATERIALS: 4" x 6" index cards (cut in half), paper, pencils

PRE-WRITING: The teacher and class discuss various sounds heard daily. These can be sounds that are pleasing or those that can be annoying. Distribute an index card to each pupil and have him/her write words which describe a sound.

Example: buzz, hum, slap, splash, putt-putt-putt, zip-zam-zoom-zam, ding-dong, boom-boom.

WRITING: Collect the cards, place them in a box, and shake the box. Each child draws out a card and writes a story, incorporating the sound into the story and using the sound at least 2 or 3 times. Some children may want to make up more sounds and also stress them.

POST-WRITING: The teacher may want to get some sound effect records from the library and have children listen to see if they can tell what or who is making the sounds on the record. This can also be used in a listening center. Children may want to record their own sounds and have others guess what the sounds are.

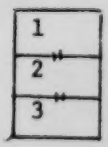
WHAT WILL IT BE?

ACTIVITY: Writing Descriptions

LEVEL: Middle

MATERIALS: Kraft paper (12" x 18"), pencils, crayons, lined paper.

PRE-WRITING: Distribute kraft paper to class and have pupils fold it into thirds. Have children fold paper back so only the first third shows. Each child draws a face in space 1. Make sure child makes marks to indicate where neck ends and where body ends. The child than passes the paper to someone else. The second child draws a body in space two <u>without</u> looking at the face in the first section. (To prevent seeing the other shape, fold the section back). Repeat for space 3.



WRITING: The person finishing the third section must then write a story about the make believe creature character and include a detailed description of it.

POST-WRITING: Children can read stories aloud to the class and show creatures.

Describe a way to:

1. fly a kite
2. find the end of a rainbow
3. convince your mother you didn't do anything wrong
4. get your bird back into the cage
5. clean out a cluttered closet
6. wash an unusually dirty car
7. get ready for a camping trip
8. catch a whale of a fish
9. throw a slumber party
10. apologize for doing something wrong after you've enjoyed doing it
11. bathe a baby
12. get mad without letting anybody know it
13. make a new child feel more comfortable on his first day
14. pitch a tent
15. tell a tall tale and make everybody listening believe it
16. know what's going on in the back of the room while your back is turned
17. take a nap in the gymnasium while a gym class is in session
18. scramble an egg
19. play a new game without reading the directions
20. surprise my mother
21. surprise my father

STORIES

ACTIVITY: Story Writing (Recipe for a Narrative)

LEVEL: Primary, Middle

MATERIALS: Paper, pencils, chalkboard or duplicated pages

PRE-WRITING: Put the "Recipe for a Narrative" on the chalkboard or duplicated page.

Recipe for a Narrative

1. Take one main character
2. Add a few other characters
3. Mix them together in a setting - a railroad underpass, a faraway planet, a forest of toadstools, or some other place.
4. Stir up a problem or situation for the main character to face.
5. In a sequence of events, show the main character attempting to solve the problem.
6. Let the events simmer, slowly bringing them to a boil or climax. This is the time the main character makes his final attempt at overcoming the problem. Most often the character succeeds.
7. Cool quickly, with a fast ending.

Thoroughly discuss the narrative format. The pupils should understand that a narrative begins with a main character, a setting, a problem, a sequence of events, and an ending. Writers use this basic recipe to cook up entertaining narratives or stories. Each writer adds extra-special ingredients - his imagination and skill with language. As the recipe shows, a narrative is made up of a sequence of events. One thing happens, then another, and another, and so on.

Distribute copies of the sample time/sequence diagram for "Susan and the Missing Jewelry." Discuss the fact that this is a timed narrative and tells a short story in sequence.

WRITING: Ask the children to develop their own narratives on the diagram provided. The time/sequence format should be followed.

POST-WRITING: Pupil may use their time/sequence diagram to complete a narrative with added description.

ACTIVITY: Story Writing

LEVEL: Primary

MATERIALS: Picture of Lion

LEON
THE
LION

PRE-WRITING: Give each child a duplicated picture of a lion. Have the children imagine that this is a circus lion. Have them think of sentences that could be used to describe a day in the life of a lion.

WRITING: When the children have developed some ideas, have them write their ideas on paper in story form.

POST-WRITING: Have the children read the stories orally. Display the stories on the bulletin board.

ACTIVITY: Story Writing (If I Were a King/Queen)

LEVEL: Primary

MATERIALS: Chair (decorated as a throne), paper crown, writing paper

PRE-WRITING: After reading a story containing royalty as characters, discuss the roles and powers of such characters. Ask children to role play the royal characters, using the paper crown and throne.

WRITING: After pre-writing session, ask children to write and illustrate stories beginning with the phrase: "If I Were King....." or "If I Were Queen....."

POST-WRITING: Have children read stories with teacher. After corrections are made in a writing conference, final copy is made. (To extend this theme to poetry, see "If I Were King" in poetry section.)

ACTIVITY: Five Minute Stories

LEVEL: Kindergarten - Primary

MATERIALS: Chalkboard, chalk, erasers, timer, paper, pencils, crayons.

PRE-WRITING: Discuss a topic of interest such as a daily happening, a story or movie, sports events, school happenings, etc.

WRITING: Ask one pupil to go to the chalkboard. Have that pupil write about the topic discussed for one minute. Set the timer and when the bell rings, the child (or the teacher) calls on someone else to continue the story. The teacher can do this several times until the story is finished. In kindergarten, the teacher may have the child dictate the story for 1 minute.

POST-WRITING: After the story has been completed and the class has made corrections, each child can copy the story and draw a picture about it.

ACTIVITY: Story Writing, Imaginative

LEVEL: All levels

MATERIALS: Pictures, paper, pencils

PRE-WRITING: Collect pictures that can be shuffled to tell many stories. You may want to ask pupils to bring in pictures that they find in various magazines. (Pictures can be mounted on cardboard for ease in handling.) Take a few pictures randomly and show pupils how they can be arranged to tell different stories.

WRITING: Have pupils select approximately four to six pictures, then write a story about them. Children may want to display their pictures at the bottom of the stories or on a supplemental paper.

POST-WRITING: Children display stories and pictures on a bulletin board for others to read and enjoy.

ACTIVITY: Story Writing (Developing Imagination)

LEVEL: Primary I, II

MATERIALS: Chalk, chalkboard, construction paper

PRE-WRITING: On construction paper draw a fence. Put a hole in the fence. Have each child look through the hole and tell what he "sees."

WRITING: Ask the children to write what they "saw." Tell how it looked and what it was doing.

POST-WRITING: Display papers on a fence on the bulletin board.

ACTIVITY: Story Writing (If I Were A .....)

LEVEL: Primary

MATERIALS: Box or suitcase, assortment of objects, paper

PRE-WRITING: Introduce a box or suitcase filled with inanimate objects such as a teddy bear, rubber duck, fountain pen, balloon, etc. Ask several children to choose an object and discuss its qualities. Have children demonstrate the movement and function of each object.

Ask: "How would you act if you were a (an) _____?"

WRITING: Have each child choose an object, and write a story to describe his imaginary life as that object.

POST-WRITING: Children may read their stories to the class. Later, mechanical errors should be corrected and a final copy made for display.

ACTIVITY: Creative Story Writing

LEVEL: All levels

MATERIALS: Pictures, paper, pencils, duplicated sheets

PRE-WRITING: Collect animal and seasonal pictures which can be duplicated for the pupils as motivational material for story writing.

Distribute copies of a picture and ask pupils some leading questions about it. Set the scene for story development by reminding the pupils that a story should have a beginning, a middle, and an ending. For primary groups, ask the children to tell you a beginning for the story. Let other pupils compose a middle and an ending. In middle grades, each pupil can write his/her own story.

WRITING: The writing phase is left open. The teacher may or may not present a format. Pupils use their own ideas. Expect to receive a variety of ideas and stories.

POST-WRITING: The stories can be read orally, displayed on the bulletin board, put in the school newspaper, etc.

ACTIVITY: Story Writing

LEVEL: Primary, Middle

MATERIALS: Paper, pencil, duplicated sheet

PRE-WRITING: Present a story starter that will invite the pupils to imagine the details. (See following pages for suggested topics and pages to be duplicated.) Let the pupils discuss the theme. Elicit vocabulary relating to the theme; write the words on the chalkboard.

WRITING: Each pupil writes a story.

POST-WRITING: Have pupils read the stories aloud. Post them on the bulletin board and/or make copies.

ACTIVITY: Story Writing (Responding to Music)

LEVEL: Primary, Middle

MATERIAL: Record player, records, paper, pencils

PRE-WRITING: Select music which has a definite mood or story. Have children close their eyes and listen to the selection. Discuss the mood of the music: "How did it make you feel?", etc.

WRITING: Help the pupils write word pictures to describe their reactions to the music. Encourage the children to write poems and stories based on their feelings.

POST-WRITING: Have pupils volunteer to read compositions to class with musical accompaniment.

ACTIVITY: Story Writing (Imaginative Description)

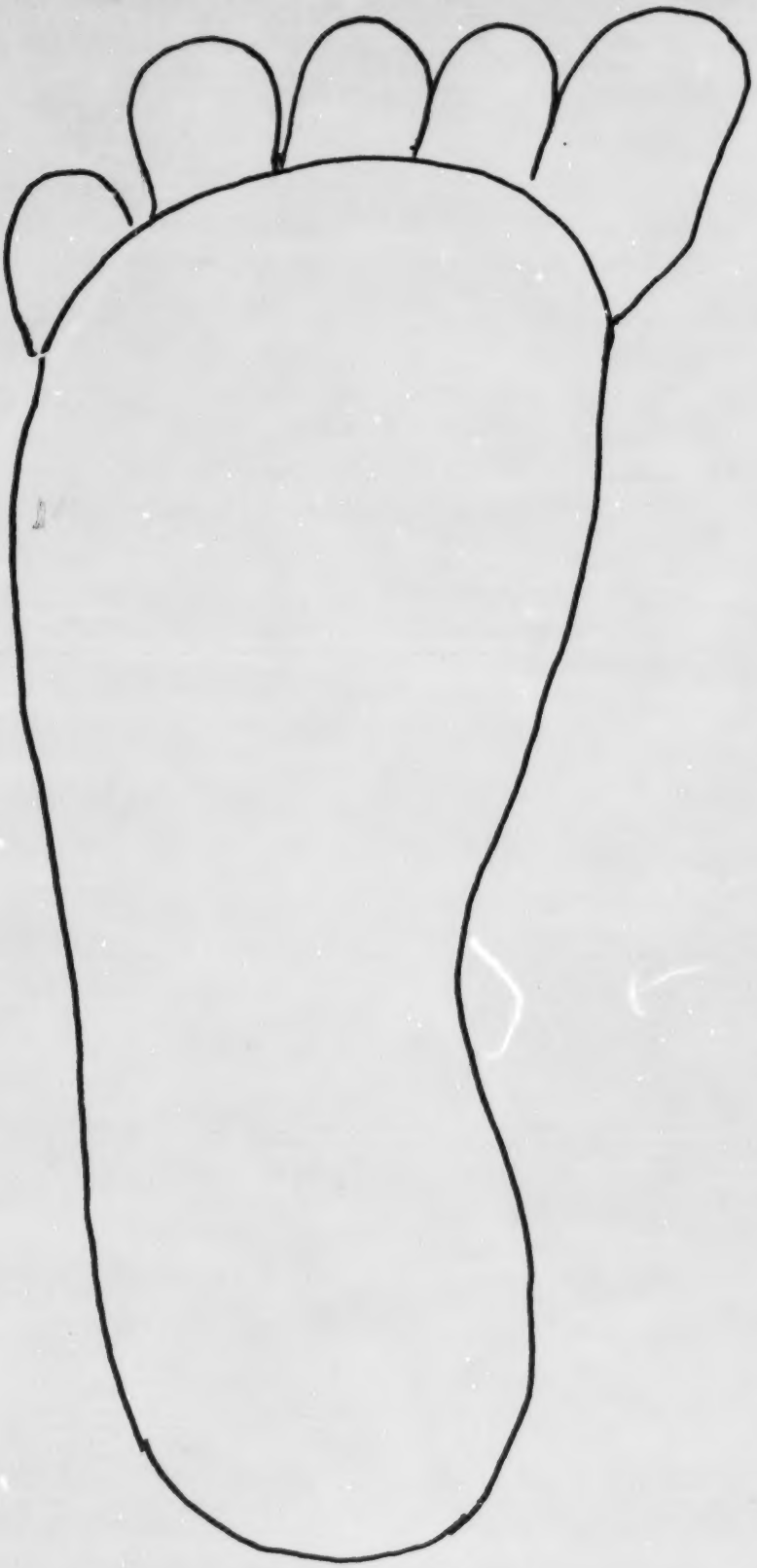
LEVEL: Primary, Middle

MATERIAL: Construction paper, duplicated copy of a footprint pattern.

PRE-WRITING: This activity can be correlated with a social studies unit. After the pupils have learned about a particular era, they can write creative stories about it. Give them a copy of a footprint pattern. The pupil can place the pattern over construction paper and trace around it.

WRITING: Now have the pupils use the facts they have learned about the era to write a story on the construction paper footprints.

POST-WRITING: The idea can be used to get the pupils to use their imaginations by having the pupils write about life a hundred years from now. The finished stories can be read aloud to the class.



Footprint Pattern

ACTIVITY: Story Writing

LEVEL: Primary, Middle

MATERIALS: Heavy twine, clothespins, construction or kraft paper (18" x 24"), pencils

PRE-WRITING: Have each child cut out a large item of wearing apparel from the large construction paper: slacks, dress, blouse, socks, etc.

WRITING: On the cut outs children write stories about the clothing.

Example:

A day in the life of a _____
(sock, shoe, etc.)

Roots of a _____

Adventures of a _____

My shirt is made of _____

POST-WRITING: After stories are written, the teacher can stretch the twine across the room and hang the stories on the line. Children can read each other's stories.

ACTIVITY: Story Writing (Developing Imagination)

LEVEL: Primary II, III, Middle Grade

MATERIALS: Pupils' baby pictures, paper, pencils

PRE-WRITING: Ask each pupil to bring a clear baby picture (snapshot or portrait of himself/herself). Pictures may be displayed on a bulletin board entitled, "Nursery." Place each picture in a paper crib. Number the cribs. (Ask pupils not to tell each other the identity of each picture.) Have children take a good look at all their friends, then decide on one picture to write about.

WRITING: Give these directions for writing: 1. Write the number of the picture you are describing and tell who you think it is. 2. Tell why you made your decision. 3. Describe facial features which are still similar. 4. Tell what is different about the person now.

POST-WRITING: Have the pupils read their paragraphs aloud to the class. Ask the pupil whose picture is being described to reveal his identity.

ACTIVITY: Writing Story Endings

LEVEL: Primary-Middle

MATERIALS: Paper, pencils, exciting short story

PRE-WRITING: Read aloud a portion of an exciting short story. Do not read the complete story. Stop at an appropriate point and have the pupils think about how the story should end.

WRITING: Have pupils write their own endings for the story.

POST-WRITING: Pupils may read the completed stories to the class.

ACTIVITY: Story Writing

LEVEL: Primary III-Middle

MATERIALS: Mounted pictures, shirt boards, pen, paper, pencil

PRE-WRITING: Display interesting pictures on chalkboard ledge. Write a list of descriptive words on shirt boards. Cut the boards, puzzle fashion, into two pieces. Distribute one piece to each pupil. Have children find their partners by matching puzzle pieces. The pair selects a picture and uses the words on their puzzle to compose a joint story about the picture.

WRITING: Partners write the story together.

POST-WRITING: One child displays the picture while the other child reads the story to the class. The class gives a verbal evaluation of the story.

ACTIVITY: Writing Puzzle Stories

LEVEL: Primary, Middle

MATERIALS: Paper, pencil, light-weight cardboard (backs from paper), scissors, small letter-size envelopes

PRE-WRITING: Discuss with pupils correct written format for stories and letters.

WRITING: Have each child write an interesting story or letter and then paste it on a piece of light-weight cardboard. After it dries, the pupil should lightly pencil lines over the story or letter in shapes that resemble a puzzle. Pieces should be curved in shape and not more than twelve in number. It is important for the teacher to stress that pieces should not be smaller than a quarter. After the child has penciled the lines for shapes, he/she cuts out the puzzle pieces and places them in an envelope. Do not seal the envelope.

POST-WRITING: Pupils can exchange envelopes, put puzzles together, read the stories, return puzzles to envelope, and pass to the next pupil.

ACTIVITY: Story Writing

LEVEL: Primary, Middle

MATERIALS: Picture of man, paper, pencils

BILL, THE BANDIT

PRE-WRITING: Give each pupil a duplicated picture of Bill, the Bandit. Start a discussion about Bill: "Why does he have an arrow in his hat? Why is his mouth covered?" Ask the pupils to talk about the picture.

WRITING: Have pupils write several sentences describing the picture. Encourage pupils to write a story about Bill and what happened to his hat. Remind pupils to include description of who, where, what, and why.

POST-WRITING: Display finished products on the bulletin board.

ACTIVITY: Story Writing (Dialogue)

LEVEL: Primary 3, Middle Grades

MATERIALS: Copies of picture of Toby the Toad, pencils, paper

PRE-WRITING: Distribute to pupils the duplicated picture of Toby. Discuss: "Imagine that you are sitting by a pond and Toby begins talking to you. You know toads don't really talk, but think of what Toby might say to you. What might you say to Toby?"

WRITING: Have pupils write their conversations on paper.

POST-WRITING: Have pupils choose partners and read their conversations to the class.

ACTIVITY: Imaginative Story Writing

LEVEL: Middle

MATERIALS: Copies of pictures of Wanted Poster, paper, pencils

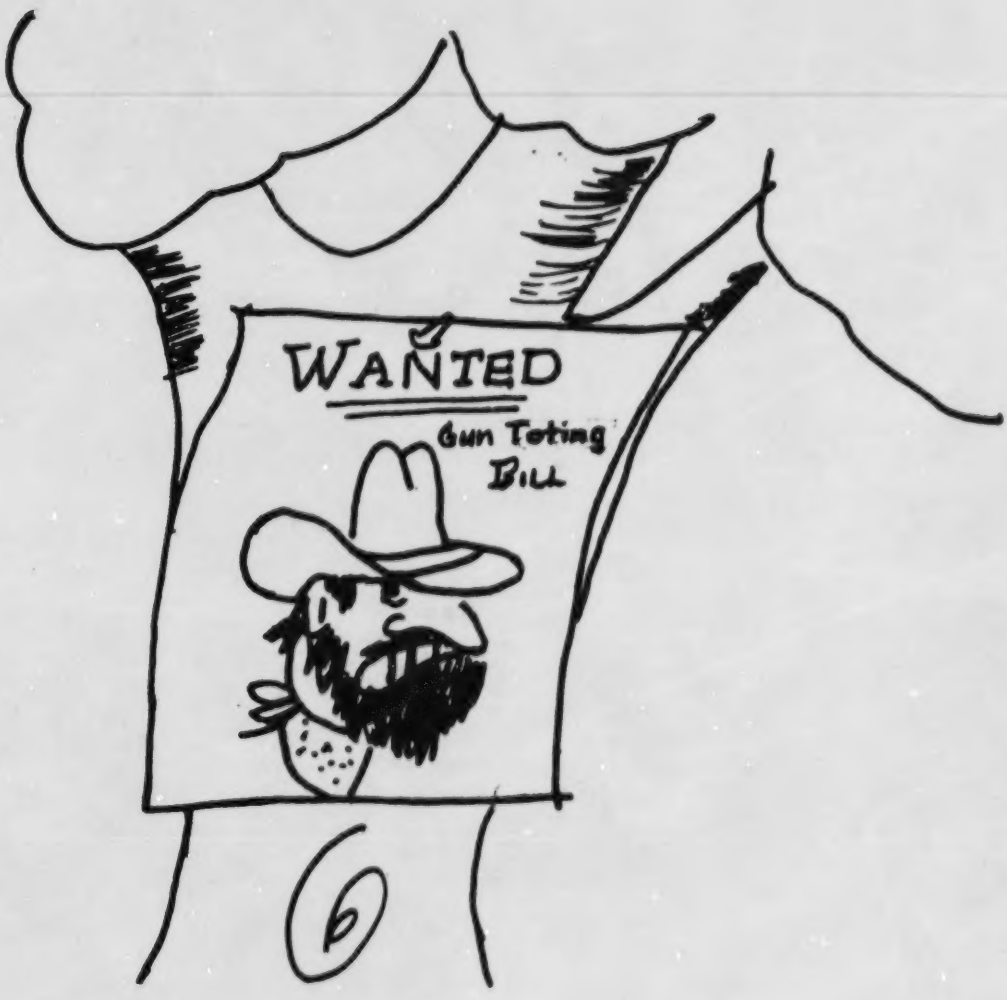
PRE-WRITING: Give the following directions:

You are the sheriff of Bad Mouth Ridge. You discover a poster of Gun Toting Bill. Think of who this"critter" is. Why is he wanted? Have pupils write directions for capturing "Gun Toting Bill."

POST-WRITING: Display pupils' stories on the bulletin board.

TOBY THE TOAD

GUN TOTING BILL



ACTIVITY: Story Writing

LEVEL: Primary, Middle

MATERIALS: Paper, pencils

PRE-WRITING: Give the following directions to the pupils:

"Pretend that you are reading about Hobby in your literature book. He's going on an adventure in his brand new airplane. He pops out of the literature book and invites you to go along. Use your imagination about what happens next and write your own exciting adventure story."

WRITING: Have pupils describe their imaginative adventure.

POST-WRITING: Pupils can share the adventure stories with the class by reading the stories aloud, role playing events described in stories, or making a class book of stories and illustrations.

ACTIVITY: Writing Progressive Stories

LEVEL: Primary, Middle

MATERIALS: Paper, pencils

PRE-WRITING: With the class, compile a list of approximately ten words that would suggest a good story. Example: thunder, wind, sun, ghost, etc.

WRITING: Have one pupil begin the story by writing one sentence. After he/she completes his/her sentence, he/she passes it to the person sitting behind him/her. The story continues to be built as it goes around the room. It is important for the teacher to stress that the story must make sense. If the class is large, it may be divided into 2 or more parts.

POST-WRITING: The last pupil to write a sentence must read the story aloud to the class.

ACTIVITY: Story Writing

LEVEL: Primary-Middle

MATERIALS: Paper, pencils

PRE-WRITING: After studying the Pilgrims or early settlers, discuss their lifestyle and everyday experiences. Talk about possible perils in travel, weather and gathering supplies.

WRITING: Ask the pupils to write stories describing their lives as pilgrims or settlers.

POST-WRITING: Pupils may read stories orally and post on holiday bulletin board.

ACTIVITY: Story Writing (Narrative)

Note: This activity should be tried only after use of "Recipe for a Narrative."

LEVEL: Primary-Middle

MATERIALS: Duplicated copies of following page, pencils, crayons

PRE-WRITING: Ask the children to look at the picture of the boy sailing; discuss it with them. "Can you put yourself in that boat? The boy is sailing on the ocean. He is lost. How will he find his way home?"

Get the children to follow the directions in Recipe for a Narrative, p.57. Be sure you have discussed all seven steps. This will help the pupils write a narrative effectively.

WRITING: After the children have looked at the picture, imagined themselves as the boy in the picture, and discussed the steps for writing a narrative, they are now ready to write. Let them write their narrative account on the lines below the picture.

POST-WRITING: Pictures can be colored. The finished products can be displayed on the bulletin board.

ACTIVITY: Story Writing

LEVEL Primary, Middle

MATERIALS: Picture of a baseball player, paper, pencils

PRE-WRITING: In order to get the children interested in story writing, show them a picture of a baseball player. Ask pupils if player is happy or sad? Ask, "Can you tell" how you feel if you make it to homeplate when you're playing ball?"

WRITING: Now ask each child to write a few lines about the picture.

POST-WRITING: Pupils may draw pictures to be displayed with their stories on the bulletin board.

ACTIVITY: Story Writing (Changing Characters)

LEVEL: Primary-Middle

MATERIALS: Construction paper 12" x 18" and 6" x 18", ruler, crayons, writing paper, scissors

PRE-WRITING: Follow directions on following page to make "Changing Characters." Children may draw three facial expressions which show emotions they often feel, e.g. happiness, sadness, anger.

WRITING: After children have completed the indicated art project, have them write a story to reflect the reasons for the facial expressions of the character which was made. As children read their stories aloud, they pull the paper through to change facial expressions to be compatible with the story.

POST-WRITING: Hang pictures and stories on bulletin board for others to read and enjoy.

WHO, WHERE AND WHEN?

ACTIVITY: Story Writing

LEVEL: Primary-Middle

MATERIALS: Obtain three empty shoe boxes and label them Who, Where, and When. Cut 4 x 6 index cards in half.

PRE-WRITING: Select three different colored crayons and ask each pupil to pick out those same colors. Distribute three cards to each child. Each child writes the word who on the first card using the color indicated; where on the second card using the color indicated; and when on the third card using the third crayon.

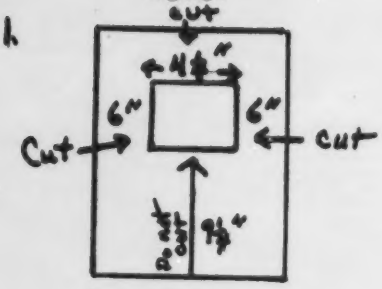
The child then takes the who card, turns it over and on the back writes the name of a person. On the back of the where card the child indicates a place, and on the back of the when card indicates a period of time. One pupil collects each category of cards and puts them in the proper box (one for each card topic).

WRITING: Shake the boxes and permit each pupil to take one card from each box. Each pupil uses the information on the three cards, adds details and writes a story.

POST-WRITING: Pupils may read stories orally to the class and post on the bulletin board for others to read.

Changing Characters

1. Do not cut

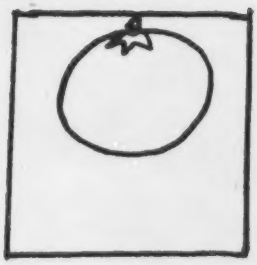


12" by 18" paper

2. 6" x 18"
Fold into thirds

3.

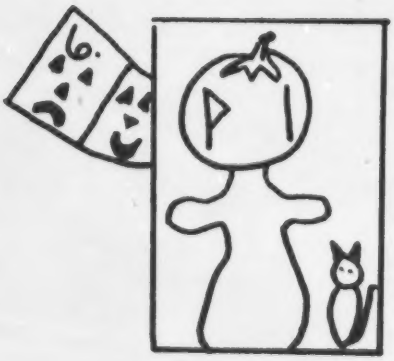
Draw three faces with a different expression on each.

4. 

Draw on the head.

5.

Add the body and details



Insert faces.

Children should then write about the character and choose the expression they like best.

ACTIVITY: Spin-a-Character

LEVEL: Primary-Middle

MATERIALS: Game boards, paper, pencils

PRE-WRITING: Paste on heavy cardboard the circular shapes and spinners for game sheets Who Am I? and Where Am I? (on the next two pages). Use a brad to attach the spinners to the circles. Do not attach the spinners too tightly or they will not work.

As a starter, have each pupil spin the spinner on the Who Am I? board, then spin the spinner on the Where Am I? board.

WRITING: Pupils will pretend to be the character in the location selected by the two spinners and write stories about their achievements/ adventures/predicaments.

POST-WRITING: Child may read stories orally and/or post on bulletin board for others to enjoy.

ACTIVITY: Brand Name Fantasy (Developing Imagination)

LEVEL: Primary III, Middle

MATERIALS: Magazines, newspapers, large tag board or bulletin board, paste, scissors

PRE-WRITING: Have children cut advertisements from magazines or newspapers. Make a collage. List product names on the chalkboard.

Read the following example to the children:

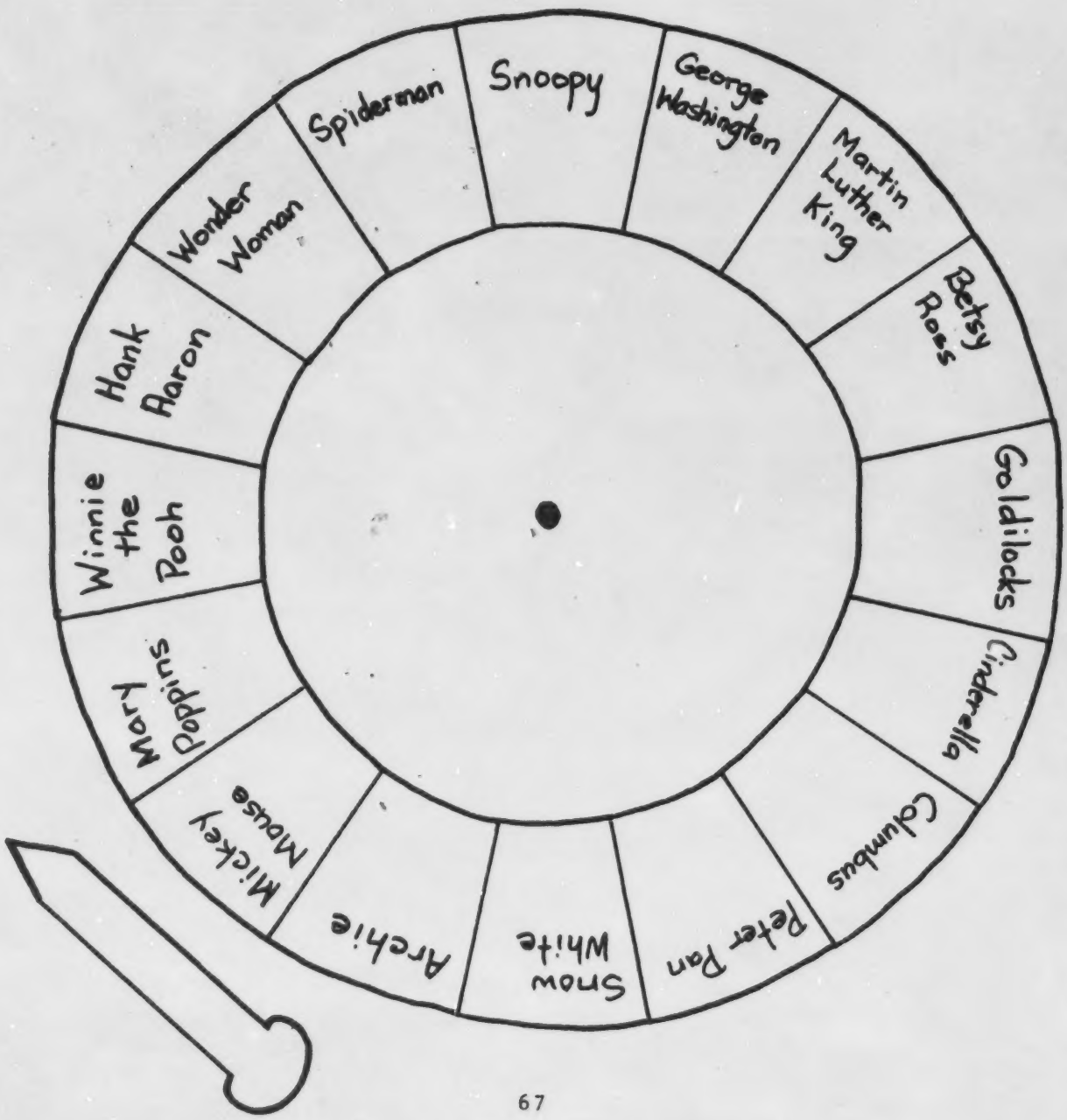
> My vacation in Alaska.
>
> One day Dawn, Joy, Toni, and I, Duncan Hines, went with Mrs. Paul on a trip to Alaska. When we arrived there Charlie and Jeno were waiting at the Zinger Airport to take us to the Green Giant for lunch. Later, we drove to Frosty Mountain in Charlie's "new sized, king sized, brand new Malibu."

WRITING: Have the children write a sensible story using the brand names listed on the board.

POST-WRITING: Have pupils record stories on tape; play back and let the class choose the cleverest story.

Variation: Use song titles instead of brand names.

Who Am I ?


Spiderman
Snoopy
George Washington
Martin Luther King
Betsy Ross
Goldilocks
Cinderella
Columbus
Peter Pan
Snow White
Archie
Mickey Mouse
Mary Poppins
Winnie the Pooh
Hank Aaron
Wonder Woman

Where Am I?

became famous for a heroic deed
won $10,000.00 and spent it
was not famous
was in my class at school
was my next door neighbor
landed on the moon
stranded on an island
was found to be guilty of a major crime

ACTIVITY: Writing a mystery story

LEVEL: Middle

MATERIALS: Tape recorder, taped message, duplicated sheets, and pencil

PRE-WRITING: Record on tape the following message:

> "Good morning, Agent 008. A terrible crime took place last night. A masked thief made off with Big Baby's birthday present. Her party is tonight. Your job is to recover the present, identify the masked thief, and make sure the criminal will never strike again. Your time is short! Good luck! As usual, this tape will self-destruct in 30 seconda."

Play the taped message for the class. Tell pupils they will each assume the identity of Agent 008 and write their solutions to the crime.

WRITING: Pupils write on the duplicated sheets their own solutions to the crime.

POST-WRITING: Have pupils read aloud or record on tape the stories for the class to enjoy.

ACTIVITY: Story Writing (Using a story line)

LEVEL: Middle

MATERIALS: Duplicated copy of story outline, pencils

PRE-WRITING: Explain the process of brainstorming to children. Select a topic and guide pupils through brainstorming process to decide on a main idea, ending, and details.

WRITING: Have pupils record their ideas on the story outline form. "Tell about the main idea that comes into your mind. What ending would go with this main idea? What details would you include to go from the main idea to the ending?"

Have pupils use the story outline to write a complete story.

POST-WRITING: Display on the bulletin board pupils' story outlines with their completed stories.

STORY OUTLINE

MAIN IDEAS?

ENDING?

HINTS

ACTIVITY: Writing "Crystal Ball" Stories

LEVEL Middle

MATERIALS: Paper, pencil, "crystal ball"

PRE-WRITING: Assign topic "Famous Personalities" as research project for the class. Encourage pupils to find as much information as possible about the early life of selected famous people.

Conduct class discussion centering on what some famous people were like as children. Move discussion to what the pupils might be like when they grow up. Have pupils look into the crystal ball and "see" themselves, friends or classmates in the future.

WRITING: Have pupils write stories describing what they saw in the crystal ball.

POST-WRITING: Stories may be read aloud to class, posted on a bulletin board or compiled into a class book.

ACTIVITY: Writing Story Endings

LEVEL: Middle

MATERIALS: Paper, pencils, duplicated story sheet

PRE-WRITING: Give pupils the following directions:

"Inside the cloud are one person's thoughts for a story. In a few words, think of a suitable ending. Then, list five ideas that helped you to choose that ending."

Jerry and Joe discover a spaceship in the woods behind Mrs. Crubby's house. They board the spacecraft and it takes off. The spaceship has no controls. An outside force is guiding the ship.

ENDING? _____

_____

IDEAS _____

_____

_____

_____

ACTIVITY:	Writing Dialogue (T.V.-Radio Script)
LEVEL:	Middle
MATERIALS:	Paper, pencils, tape recorder, records, record player
PRE-WRITING:	Discuss the format of a script. Discuss T.V. and radio show preparation and the importance of a script. List several favorite shows on the chalkboard. Ask the children to vote for one show. Write a sample script on the board with the class to fit an episode of the favorite show. Stress punctuation rules for dialogue writing.
WRITING:	Organize class intc writing groups. Each group should write a script for a possible T.V. or radio show. A cartoon show, mystery or comedy may be chosen. Each child in the group might write the conversation for one character, or the group might compose dialogue together. The script should tell a simple story as an episode would.
POST-WRITING:	After scripts have been corrected, have children practice reading them with expression. Ask each group to choose appropriate music to accompany the story. Children should tape the program with background music. Share the taped program with the class.

STORY STARTER TOPICS

My Pets

If I Had A Pet

My Family

My Favorite Sound

My Favorite Smell

My Favorite Feeling

My Favorite Foods to Eat

The Foods I Hate to Eat and Why

My Favorite Time of the Day

My House

My Favorite Television Program and Why

My Favorite Movie and Why

My Favorite Season

My Favorite Month

My Favorite Book

My Favorite Relative and Why

My Favorite Cartoon Character

Why I Like _____

Why I Like Music

My Field Trip

The Field Trip I'll Never Forget

I Hate _____

I Love _____

I Want a (the)_____

I Fear _____

I Wish _____

I looked out the window and this is what I saw _____

STORY STARTER TOPICS - 2

Why I Don't Like Comic Strips

My Idea of a Dull Evening

How I Treat Nosy People

Doing Nothing is an Art

Wanted: A One Way Ticket to the Moon

A Trip to the Moon

Girls Are Just Naturally More Intelligent Than Boys

Boys Are Just Naturally More Intelligent Than Girls

If I Come Back in Another Life, I'd Like to Be A _____ Because _____

Twenty-five Cents a Week is More Than Enough Allowance for a 13, 14, or 15 Year Old Student

If I Could, Tomorrow I Would

I Think Every Teenager Ought to Happily Spend Eight Hours Each Saturday Doing Chores Around the House

An Inexpensive Good Time .....

If I Could Do It Over Again I Would _____

Teachers Have It Easy

Man's Greatest Invention

An Open Letter to My Parents

What I Dislike Most About Christmas

What I Like Most About Christmas

My Favorite Holiday

I Should Have Known _____

Things Are Tough All Over

One Dark Spooky Night

I Could Tell By the Way the Dog Was Howling that There Was A _____in the Yard

The Picture I Would Put On A Postage Stamp and Why

If I Could Live Anywhere in the World I Would Like to Live _____

STORY STARTER TOPICS - 3

The Greatest Adventure I've Ever Had

The Job I Would Hate to Do Most _____

The Job I Would Like to Do Most _____

Once Upon A Time _____

If I Were A Snowman (Snow-woman)

What's It Like to Be A Halloween Pumpkin

_____ School is the Greatest

The Animal I Would Like to Be for a Day

The Greatest Adventure I've Ever Had

Being Rich Would Be Fun

H E L P ! ! ! ! ! !

Dishwashing Can Be Fun

The Person I Would Like to be for a Day

These Are A Few of My Favorite Things.....

What Would Happen If.....

What It's Like to be a Christmas Tree in a Large Department Store

What It's Like to be a Valentine

What It's Like to be a Turkey on the Day Before Thanksgiving

Dear President _____

If People Told the Truth All of the Time

School Vacations Should Be Shorter

Homework is Essential

Recipes Everyone Likes to Cook

A Thrilling Mystery for You To Read

How I Act When I Throw A Temper Tantrum

What Others Do When I Throw A Temper Tantrum

If I Had A Pen Pal Living on A Different Planet

STORY STARTER TOPICS - 4

The Day I Enjoyed Most

The Worst Day I've Ever Had

The Most Exciting Vacation I've Ever Had

If I Were a (the) snowflake, raindrop, wind, sun, moon, clouds, etc.

The Most Embarassing Time In My Life

The Funniest Story I've Ever Heard

The Famous Person I'd Like to Be for a Day

My Grandma Always Tells Me _____

My Grandpa Always Tells Me _____

If I Had A Million Dollars

Three Wishes I'd Like to Have and Why

If I Were An Actor (Actress) I'd Like to Be _____

Healthy Things I Do

All About My Neighborhood

If I Were the Easter Bunny

If I Were Santa Claus

How To Play _____ (game, instrument, etc.)

Life is Fun Because

Things That Make Me Sad

Things That Make Me Happy

When I Grow Up

A Trip to the Zoo

A Trip to _____

A Trip to Downtown St. Louis

My Favorite Dream

The Job Around the House That I Hate Most of All to Do _____

If I Were the Teacher

I Like to Use (Child names a product) Because

STORY STARTER TOPICS - 5

A Dollar Bill Is (detailed description of)

A Coin Is (detailed description of)

Dear Congressman (write to representative for your congressional district)

What I Want to Do Later In My Life

The Picture I Would Put on a Three Dollar Bill and Why

The Commercial I Hate to Hear Most

My Favorite Hero (Heroine)

A Motto or Slogan That I Believe Is True

An Advertised Product That Doesn't Do What It Is Supposed To Do

How I Act When I Get Mad

If I Were a Famous Scientist

If I Were a (Sports Personality)

The Craziest Person I've Ever Met

What Makes _____ So Special

When I'm Told _____ I _____

The Famous Landmark I Would Like to Be and Why

One Thing I'd Spend $1,000.00 For

My Favorite Record

The Person I Most Admire

The Place I'd Most Like to Visit

The Way I Like to Spend My Birthday

The Sound That I Find Most Aggravating

The One Thing I Would Like Most to Learn How To Do

The Best Ride I've Ever Had

The Best Time of the Day

The Tree I Like Best

The Flower I Like Best

Something I Never Want to Forget

Story Endings

Suddenly, they all laughed.

They certainly had to agree to that.

Then I woke up.

He will never be forgotten.

From then on, _____ was the proudest and happiest _____ in town.

It has to stop sometime you know.

Some people have all the luck.

With a frightened "Yelp!" he ran back to the house and never did that again.

From that time on, he had friends.

He decided that there was no place like home.

That was fun. I'm going to do it again.

From that time on he knew better than to _____ again.

He decided that there was no place like home.

I guess you can say that there's buried treasure any place, if you dig deep enough.

He wasn't too small after all.

He was contented (happy) at last.

They turned and tiptoed down the aisle.

It's the very best present anyone could give me.

You'll never need to worry again.

It wasn't such a bad idea after all.

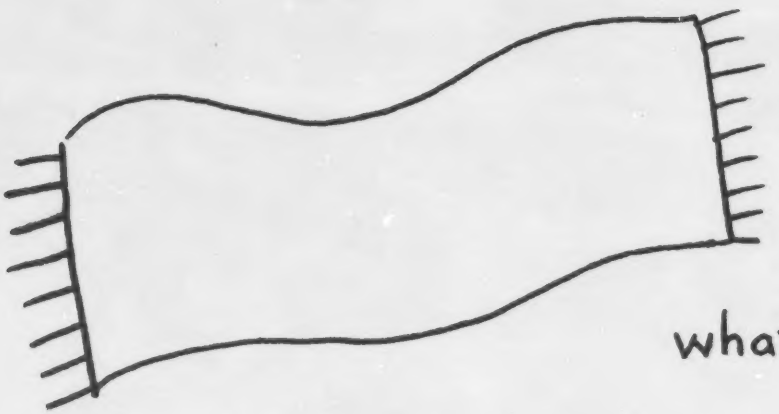
I told you it was only a joke.

Oh! _____ You even fooled me.

What a great day this has turned out to be.

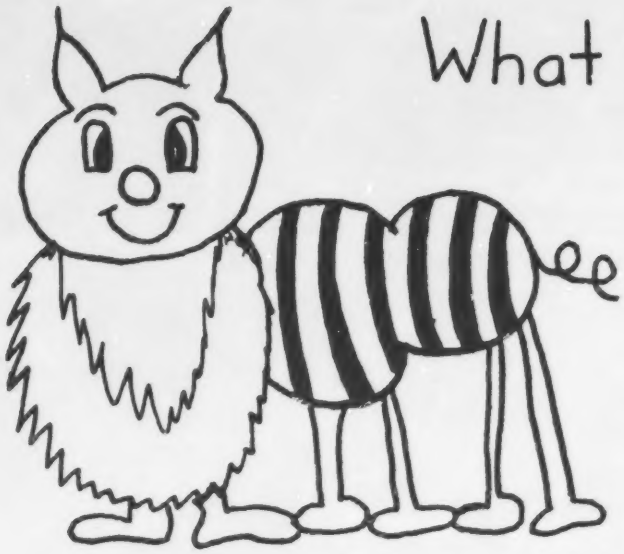
Wow, were we ever glad to see that day end.

_____ fell in the mud.



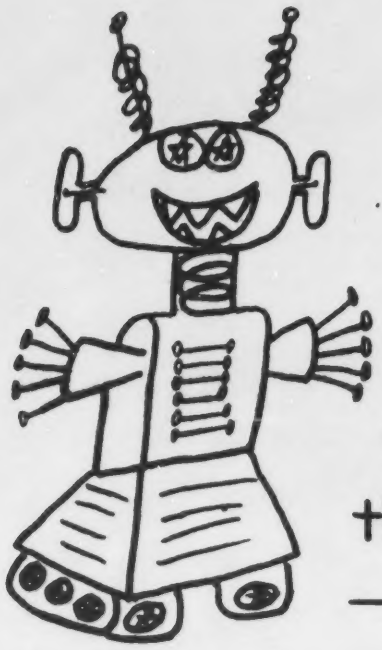
You are on a magic flying carpet. Tell where you would go and what you would see.

What Am I ?



I looked out of the window and guess what I saw?

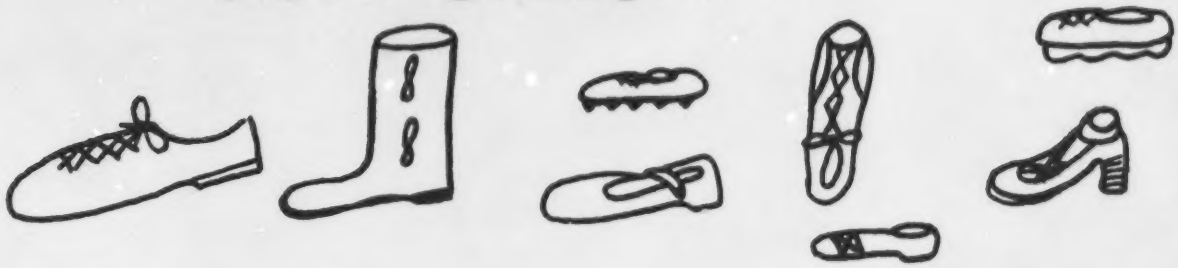
If only _____



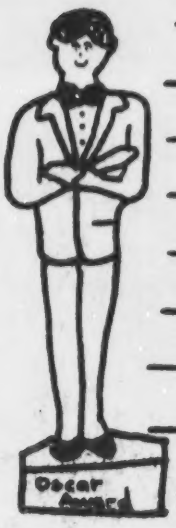
Who am I?
What am I?
Where did I come from?

Write a story and answer the questions.

If I Could Walk In Someone Else's Shoes.....

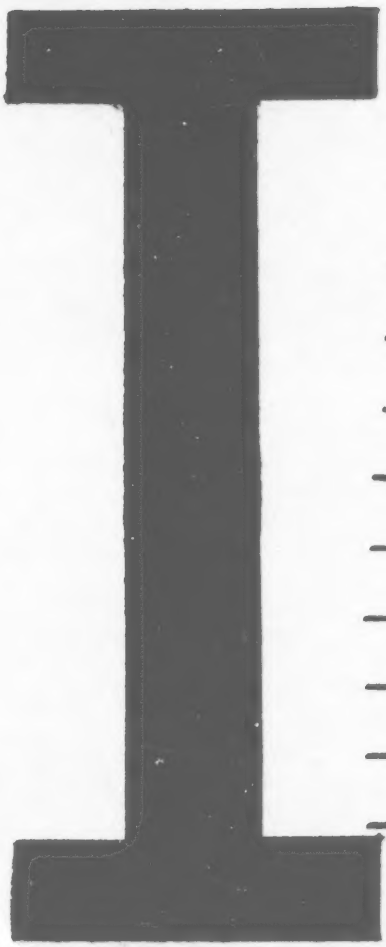


This Oscar Award for the best classroom film goes to:



This is a ticket. You can make it a ticket to anyplace. Write a story and tell why you chose what you did.

You are a postage stamp. Tell what type of a letter you are on, where you have been and now your final destination.



LETTERS

ACTIVITY: Letter Writing (Greeting Cards)

LEVEL: All levels

MATERIALS: Art paper, crayons, paint, markers, sample cards, used greeting cards, chalk.

PRE-WRITING: Discuss with pupils the tradition of sending seasonal greeting cards for Christmas, Easter, Mother's Day, Father's Day, birthday cards and thank-you cards. Read verses from an assortment of cards. Record words on chalk board that children may want to use. Distribute art paper, and direct the folding.

WRITING: Illustrate cover of folded paper and write message* in the center.

POST-WRITING: Send cards.

* Poems written previously may be used instead of the message.

ACTIVITY: Letter Writing (Pen Pals)

LEVEL: Kindergarten-Primary-Middle

MATERIALS: Pencils, paper, crayons.

Make contact with teacher of the same grade level at a neighboring school so letters can be exchanged. A class list should be obtained. At this time teachers can decide on dates letters will be exchanged.

PRE-WRITING: Discuss writing letters of interest. If pupils are too young (Kg.) they may want to draw a picture or sequence of pictures to illustrate a story.

WRITING: Have children write letters. Make necessary corrections and rewrite.

POST-WRITING: As pre-arranged, letters and/or pictures can be sent from school to school via the pony express. At the end of the school year perhaps the two classes can meet at a central location and try to guess who is who. This can be done by children giving hints as to previous writings.

ACTIVITY: Letter Writing (Thank-you note)

LEVEL: Primary III, Middle

MATERIALS: Paper, pencils

PRE-WRITING: Discuss with class why we should write thank-you notes.

1. Each child writes three opening sentences. (Ex. Thank you very much for...)
2. Child exchanges paper with another child.
3. Child chooses the one best opening sentence by crossing out the other two.
4. Children return papers to the owners.

WRITING:

1. Child continues his/her own note by writing one or two sentences telling how he/she plans to use or has used the gift.
2. Child finishes the note with a short closing line such as "Thanks again for remembering _____", before writing a formal closing.
3. Child writes a formal closing.

POST-WRITING: The teacher makes the following suggestion: Whenever a child receives a gift or courtesy, he writes a thank-you note using the above format.

ACTIVITY: Letter Writing (Bottle Buddies-Balloon Buddies)

LEVEL: All levels

MATERIALS: A bottle that seals well with a cork, clear plastic protective spray, paper, pens with permanent ink, plastic wrap, rubber bands or balloons. Consult the yellow pages for suppliers of helium balloons.

PRE-WRITING: Discuss how various things are moved by water and wind currents. Relate to bottles or balloons.

WRITING: Bottle Buddies: On a piece of paper write with permanent ink the teacher's name, school, school address, city and state. The class can compose up a composite story, then write it using the permanent ink pen. Spray the letter with the protective plastic spray and allow it to dry. Roll up the letter and place in the bottle. Insert the cork and then wrap plastic wrap over the top as an added protection. Secure, using a rubber band. When on a field trip stop at the riverfront and throw the bottle into the river. If someone finds the bottle and makes a written response to the class, the class can acknowledge the letter. This can be done as a class project or children may want to respond individually. Children may want to thank person for replying. The teacher and class can locate correspondent's address on a map for social studies discussion. Math can also be incorporated to see how far the bottle traveled.

Acquire supply of helium balloons. Give each child a balloon and a tag on which to write, using permanent ink pen, name, home address, city, state, and zip code. Children should request that finders contact them. After children have written the above information, the tags should be sprayed with clear plastic spray, then securely attached to the helium-filled balloon and released outside. Children wait eagerly for the finders of the balloons to contact them. On a large map placed on a bulletin board, children can pinpoint their balloons' destinations. The children may write a letter and thank the finder for helping them with their school project.

LETTER STARTERS

Have pupils write letters to:

1. President of United States
2. Congressional Representatives
3. Foreign Embassies - request materials for countries children will study
4. State Highway Patrol - request safety materials and troopers patches.
5. (State) Department of Tourism - request materials for states to be studied.
6. City government officials, such as the mayor and aldermen.
7. Various manufacturers - request materials that explain how products are made.
8. Pen pals
9. The publisher of a book that was enjoyed
10. Request various forms to be completed (social security, library cards, etc.)
11. Express thanks, especially as a follow up for a field trip. Companies generally post letters which employees enjoy reading.
12. Politicians
13. Former teachers
14. Curriculum supervisors
15. Toy companies in regard to games they have manufactured.
16. Movie stars
17. T.V. personalities and television stations
18. Community helpers
19. Friends and neighbors
20. Principal
21. Famous tourist attractions to request brochures about the landmark
22. Newspaper publishers
23. Relatives

REPORTS

ACTIVITY: Reporting on a Field Trip or Group Experience

LEVEL: Kindergarten-Primary I

MATERIALS: Kraft paper, crayons, writing paper (cut in strips), marker

PRE-WRITING: After a field trip or shared experience, discuss the sequence and events of the day. As the discussion progresses, draw a rough mural of the experience on the board. Divide the class into groups and ask each group to complete a mural depicting the experience.

WRITING: After murals are completed, allow each child to dictate a sentence about one part of the mural. Record each sentence on a strip of writing paper.

POST-WRITING: Ask each child to trace the recorded sentence and sign his name. Help the child to paste the sentence on an appropriate part of the mural. Display the mural.

ACTIVITY: Writing Individual News Reports for Parents

LEVEL: Primary

PRE-WRITING: Establish the idea that parents need and want to know what their children do each day in class. Discuss ways parents can find out what is happening. Discuss what kinds of things happen in school that would interest parents. Discuss the format of a newsletter and the possibility of each pupil writing one for his/her parents.

WRITING: Pupils list important events of that day or day before. Pupils write a newsletter that details who, what, when, where, and why of classroom events.

POST-WRITING: Pupils deliver their newsletters to parents.

ACTIVITY: Writing a Report

LEVEL: Primary

MATERIALS: Paper, pencils, chalk

PRE-WRITING: Invite parents (or other adults) to come to school to talk with the pupils about their occupations. Write the following questions on the board:

1. What is the speaker's name?
2. What is the speaker's job?
3. What does he/she do on this job?
4. What does he/she do first, next, etc.?

Elicit responses from the children and write difficult words on the board.

WRITING: Have children write a report of a speaker's talk. Encourage use of the words on the board.

POST-WRITING: Children may work in pairs to compare reports and make sure the questions on the board have been answered.

ACTIVITY: Reporting

LEVEL: Primary-Middle

MATERIALS: Note pad, pencils, paper

PRE-WRITING: Discuss the process and advantages of taking notes. Practice note-taking on the board with the entire group. Take notes on a television program, school event, or other shared experience. Ask the children to follow one of these situations and take notes.

Watch a friend doing something.
Watch a group of people doing something together.
Watch something happening on the playground.
Watch your mother make something.
Watch something grow.
Watch someone for an entire day.
Watch an animal.
Watch the teacher teach.
Watch a television program.
Watch something happen outside the window.
Write notes on a dream before you forget what happened.

WRITING: Ask the children to use their notes to complete a newspaper report.

POST-WRITING: Collect a folder of stories to be printed as a class news sheet.

ACTIVITY: Reporting - Who We Are Book

LEVEL: Primary II-Middle

MATERIALS: Art paper, markers, pencil, paper, stapler

PRE-WRITING: Child tells an interesting fact or something positive about another pupil. Each pupil writes the name of each of the other pupils on a separate page in his book.

WRITING: Pupil writes information and draws illustration to go with the page.

POST-WRITING: Assemble the pages into a book about the class.

ACTIVITY: Reporting

LEVEL: Primary-Middle

MATERIALS: Paper, pencils

PRE-WRITING:

1. Correlate with social studies lesson about a particular country.
2. One pupil acts as an "on the spot reporter" visiting the country. Individual class members pretend they are from that country.
3. The reporter tries to get information about the country such as: food, clothing, customs, housing, land features, education, occupations.

WRITING: Children write direct quotations from interviews.

POST-WRITING: Children read aloud interviews while re-enacting the interviews.

ACTIVITY: Reporting

LEVEL: Primary-Middle

MATERIALS: Chalk, chalkboard, paper, pencils

PRE-WRITING:

1. Be an audience to a school event-play, etc., or take a field trip.
2. Teacher guides a discussion on the event.
3. Teacher writes on the board responses to who, what, when, where and why of the events.

WRITING:

4. Add to the information an evaluation by individual pupils of enjoyment factor, suitability, etc.

PRE-WRITING:

1. Children rewrite corrected stories.
2. Stories are submitted to a school newspaper.

ACTIVITY: Reporting

LEVEL: Primary-Middle

MATERIALS: Blackboard, chalk, paper, pencil, tape and cassette recorder

PRE-WRITING: Play "Stump the Panel."

1. Select a workable number of children for a panel. Seat them with their backs to the board.
2. Select one child to write the name of a famous person on the board.
3. Erase the name when the class has read it.
4. Each panel member may ask the class three questions about the personality. The questions must be phrased so the answer is yes or no.
5. After the questions are asked, each member of the panel may have two guesses. If they do not have the right answer, the panel has been stumped and a new panel is chosen.

WRITING: Children write a short biography of the famous person.

POST-WRITING: Children tape their biographies.

ACTIVITY: Reporting

LEVEL: Middle

MATERIALS: Situation story about crows, duplicated sheet "Reporting," paper, pencils

PRE-WRITING: Discuss and define topic, main idea, notes, and summary.

A paragraph usually signals the start of a new topic. The topic sentence will give the reader a fairly good idea of what the paragraph is about.

The main idea tells what the paragraph is about and a summary is a short version of what happens in a story.

For additional information, use the Language Book.

Give the pupils the duplicated copy of the newspaper article about crows. Read the story together.

WRITING: Now the pupils are ready to identify the necessary information and record it in the appropriate spaces on the "Reporting" diagram.

POST-WRITING: Pupils' reports can be read aloud, collected, and put in folders.

ACTIVITY: To develop report writing.

LEVEL: Middle

MATERIALS: Situation cards. Each should have a story on it (an interesting, brief news article or fiction such as the skateboard story given as an example).

Ditto sheets: "Reduce It"

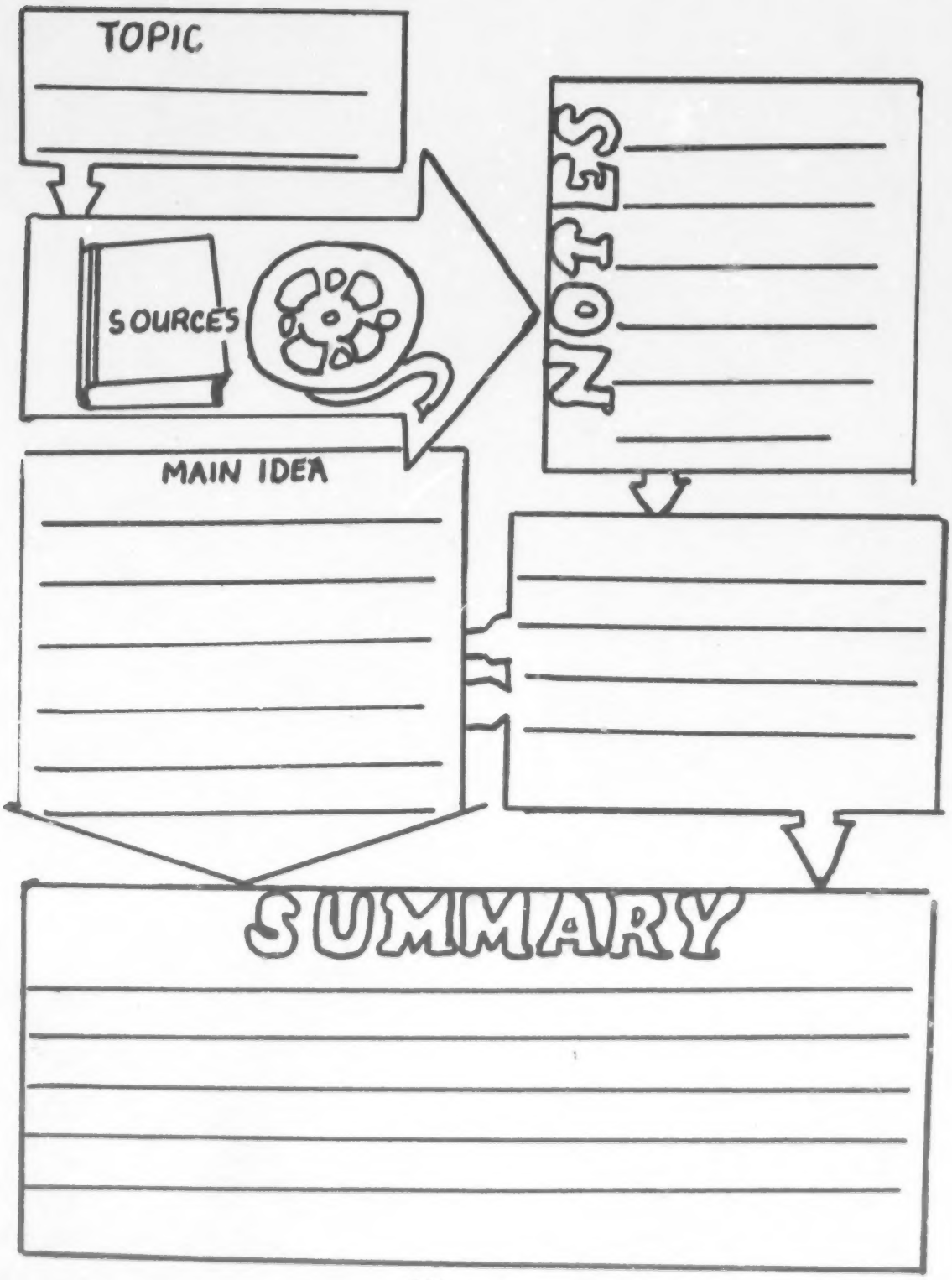
PRE-WRITING:

1. Help the pupils learn how to summarize.
2. Let the pupil pick a situation card.
3. Have the pupil read the article.
4. Give the pupil the ditto "Reduce it."

WRITING: The pupil writes a summary of one situation using no more than 25-50 words.

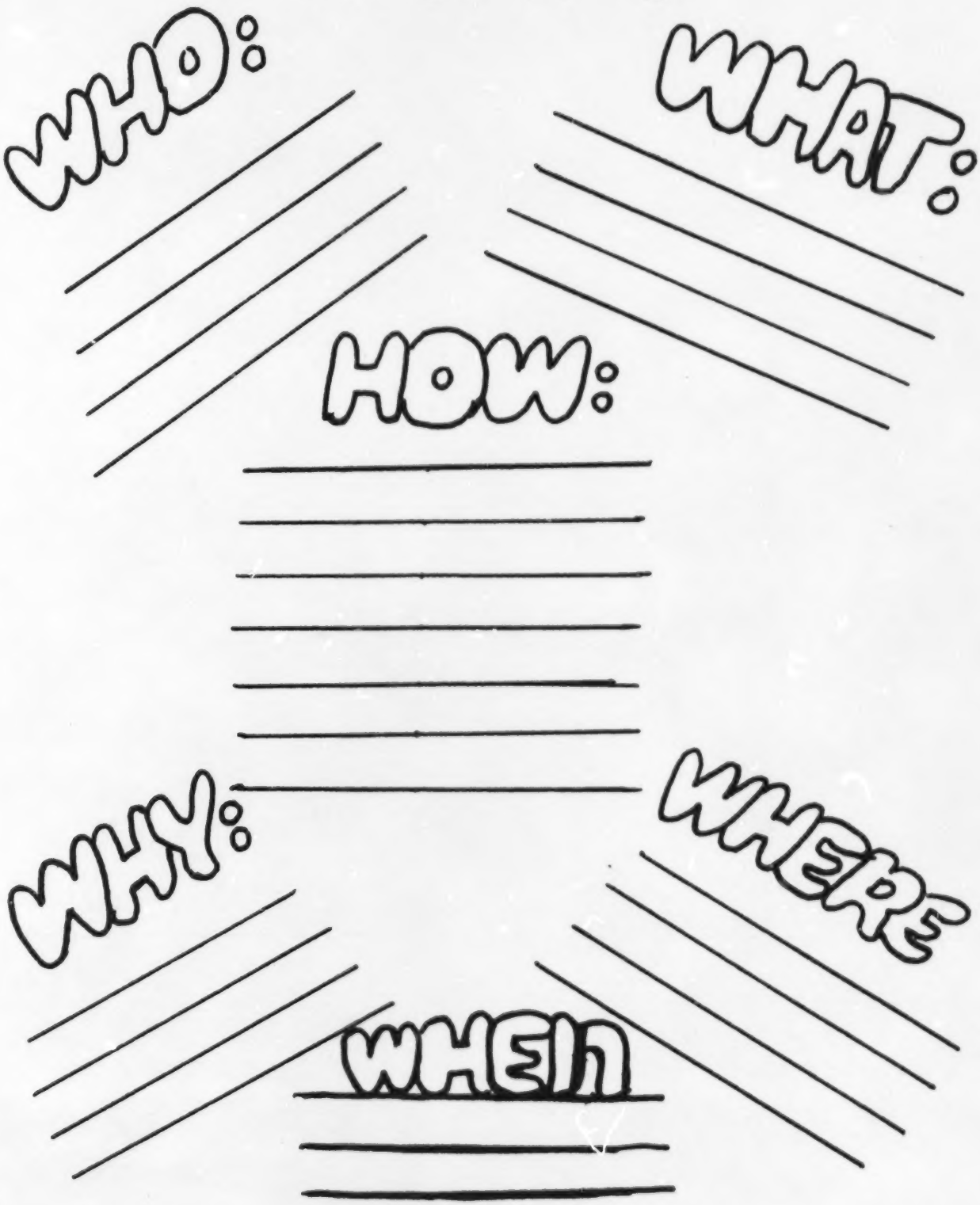
POST-WRITING: Have pupil read summary aloud. Also display the summaries on the bulletin board.

REPORTING



ACTIVITY:	Reporting
LEVEL:	Middle
MATERIALS:	Newsprint, markers, duplicated sheets, newspaper headlines
PREWRITING:	Show class newspapers headlines in bold type. Discuss how the headlines may influence a person to want to read the story; how headlines build interest. Discuss headlines and how they are used, and perhaps how one needs to read beyond the headlines. Read several articles to the class.
WRITING:	Have the pupils write their own headlines for stories.
POST-WRITING:	Have students evaluate their headlines in comparison with the paper's original in regard to compactness; immediate interest, style, main idea.

REPORTING



THE DAILY NEWS

★★Vol. Editor: Today's Date / /

99

100

ACTIVITY: Reporting (Writing a Review)

LEVEL: Middle, Upper

MATERIALS: Pencil, paper, chalk, chalkboard

PRE-WRITING:

1. Write the following checklist on the chalkboard:

   _____ TV program
   _____ Movie
   _____ Play
   _____ Special event
   _____ Other (name the event)

2. Class provides the response to the above checklist.

3. Write the following outline on the board:

   Summary:

   Outstanding features:

   Weak features:

   Interest level for age group

   Rating (✓-, ✓, ✓+ or other symbols)

4. Explain the vocabulary and discuss with the class.

5. Write down the children's responses to the outline in terms of the event attended.

WRITING: Let each pupil use the board outline to write a brief review in paragraph form.

POST-WRITING: Children print the review in newspaper column fashion on a sheet of plain manila.

POETRY

Notes on Picturesque Speech/Poetry

Some children have natural rhythm and never leave a line unrhymed. Many unrhymed poems are actually more poetic than rhymed lines. An unrhymed poem is saying what the child really wants to say while a rhymed poem depends more or less on the rhyming words the child was able to find.

The teacher may read aloud some form of picturesque writing in order to train his ear to the many rhythms in which things are said.

A child discovers his own inner appreciation from hearing poems and stories read. Just as a child who hears only popular tunes develops no ear for classical music, so does the child who hears nothing but jingles read aloud get the idea that jingles are the only type of verse. A teacher must vary his reading to children.

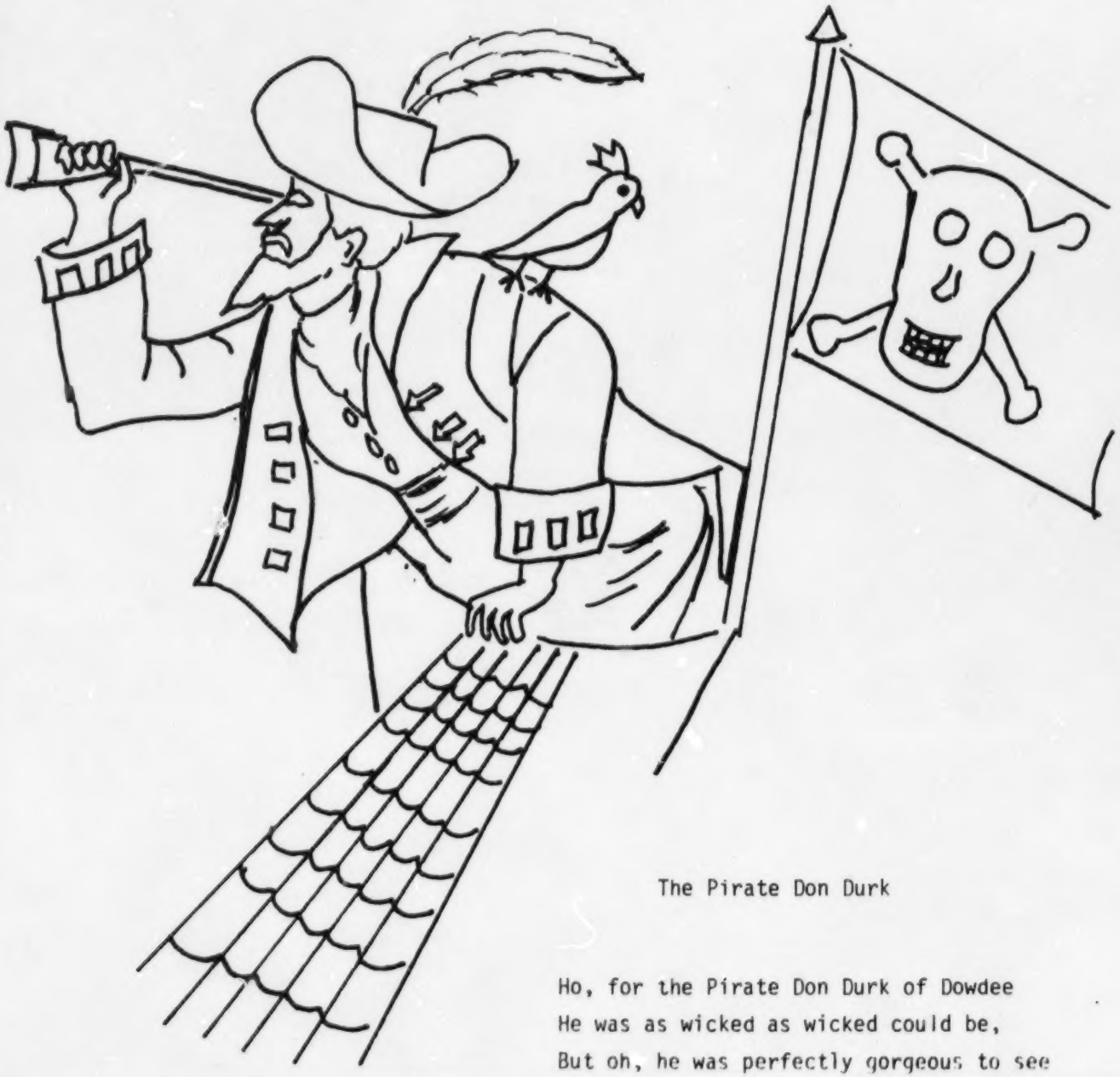
Try not to mend the flaws in children's poetry, since few children write a single poem without a flaw of some kind.

Perhaps it may be concluded that poetry writing cannot be taught. What a teacher can do is free the child's mind to write what he thinks and to provide the poetry experience from reading aloud.

Through reading aloud to the children teachers provide poetry experience and opportunity for free expression.

ACTIVITY:	Developing a Poem
LEVEL:	All levels
MATERIALS:	Paper, language book, pencils
PRE-WRITING:	Provide opportunities for reading poetry aloud. Poetry is written to be heard. Students read poems aloud from the language book. Discuss the techniques of writing poetry. Talk about rhyme and try to create word pictures.
WRITING:	Give the pupil the picture of the Pirate Don Durk of Dowdee. Have the pupil read the lines of the poem. Then have the pupil make up a few of his own.
POST-WRITING:	Have each pupil read his four-lined rhyme to the class. Put the poem on the bulletin board.

Read the poem below the picture.



The Pirate Don Durk

Ho, for the Pirate Don Durk of Dowdee
He was as wicked as wicked could be,
But oh, he was perfectly gorgeous to see
The Pirate Don Durk of Dowdee.

Use your imagination. Can you make up four rhyming lines of your own?

ACTIVITY: Poetry - Development of Poetic Comparison

LEVEL: Kindergarten, Primary

MATERIALS: Poems for children that develop comparison, Time for Poetry, Arbuthnot, and chalk, chalkboard

PRE-WRITING:

1. Children lie on the floor and look up to see how the world looks to a frog.
2. Discuss with children how things might look from the view of the frog.
3. List the children's responses (in the form of words or phrases) on the board.
4. Read the poems you have selected. Have the children raise their hands when they hear "like" and "as."
5. Discuss with children comparisons in each poem read.

WRITING: Let the children write individual poems using words and phrases listed above or additional ones.

POST-WRITING: Poems may be reproduced on the duplicator for the class newspaper and/or submitted to the school newspaper.

ACTIVITY: Development of Poetry

LEVEL: Kindergarten, Primary

MATERIALS: Poems, "Fog" by Carl Sandburg, and "Dandelion," by Hilda Conkling

PRE-WRITING: Teacher reads free verse, "Fog" and then "Dandelion," from Time for Poetry. Teacher asks for rhyming words, calling attention to the absence of rhyming and pointing out that poetry does not necessarily have to rhyme.

WRITING: Children write poems that do not rhyme. They may want to choose the same subjects, i.e., fog and dandelion.

POST-WRITING: Children draw shapes of clouds or fog or dandelions whichever is appropriate for their poem and then write the poem in the shape.

ACTIVITY: Poetry (defining an emotion)

LEVEL: All levels

MATERIALS: Paper, pencil

PRE-WRITING:

1. Child chooses one of the following feelings: anger, fear, loneliness, sorrow, love, happiness, misery.
2. Child writes his word choice on his paper.
3. Child writes down the first thing that comes to his mind when he thinks of the emotion he has chosen.

WRITING:

1. Child titles his poem: (Name of emotion) is _____.

   Check five items which remind you of that emotion.

   food _____

   place _____

   smell _____

   color _____

   kind of weather _____

   activity _____

2. Child chooses at least three things that remind him of the feeling.
3. Child begins each line with a word that describes an action such as shooting marbles, hearing crickets, and chewing gum.

   Happiness is . . .

   Shooting marbles with a friend.
   Hearing crickets near your tent.
   Chewing gum all day.

POST-WRITING: Child writes a birthday card or friendship card. On the outside he writes "having your friendship is . . . . . ."

ACTIVITY: Poetry (Development of poetic device-rhythm)

LEVEL: Primary

MATERIALS: Records (P.E. records, any using strong beat, ex. march record), poems with strong rhythm such as "Jump, Jump, Jump" from *Time for Poetry* by May Hill Arbuthnot.

PRE-WRITING:

1. Teacher plays record.
2. Children clap the rhythm.
3. Second playing of the same rhythm and children do body movements. (Ex. "March" around the room)
4. Teacher reads poem with strong rhythm. Suggestion: "Jump, Jump, Jump" by Kate Greenaway.
5. Children identify rhythm by clapping, then respond with body movement appropriate to rhythm of poem.
6. Children count how many times jump is said. (repetition)

WRITING:

1. Teacher plays record again.
2. Class gives action word to fit beat.
3. Class selects one word.
4. Teacher directs writing of class poem.
5. Teacher records class poem on tape using appropriate rhythm music as background.

POST-WRITING:

1. Each child selects one action word and develops poem around that word.
2. Kindergarten child draws picture to go with poem.

ACTIVITY: Poetry Writing (rhyme)

LEVEL: Primary, Middle

MATERIALS: Walk outside and observe cloud formations. (Teacher may wish to choose a day when cumulus clouds are abundant in the sky.), paper, pencil

PRE-WRITING: Discuss cloud formation. Teacher may wish to show following page to children for group discussion and ask what does this boy see? What do you see in the cloud shapes?

WRITING: Have children observe clouds and try to imagine that they see various shapes in clouds. Have children write a short poem about a shape they saw.

POST-WRITING: Have children display poems for others to see.

ACTIVITY: Develop poetic device of limericks

LEVEL: All levels

MATERIALS: Edward Lear's "The Book of Nonsense," paper, pencils

PRE-WRITING: Explain to the class that a limerick is a kind of jingle. It usually consists of five lines of humorous nonsense with an "aa bb a" rhyming scheme. The "aa bb a" pattern means that the first two lines and the last line rhyme. They are longer than the third and fourth lines (bb) which also rhyme. An illustration on the board may be used to show meter. As you say the limerick, use dots and accent marks for each syllable:

1. . ' . . ' . . ' ' .
2. . ' . . ' . . ' ' .
3. . ' . . ' .
4. ' . . ' .
5. , ' . . ' . . ' .

See if the pupils can fit the words to the symbols. Each pupil can go to the board and say one line, pointing to the symbol as he pronounces each syllable.

1. More discussion of a limerick.
2. Tap out the rhythm on your desk.
3. The last line gives the real point of humor or the surprise ending.

WRITING: Give the pupils the limerick and let them add a fourth line.

There once was a piggy named Bore,
Who ate more and more and more,
He got fatter and fatter,
Then he climbed up the ladder.
??????????????????????????????.

Give the student the picture on limericks. Let them write some of their own.

POST-WRITING: Have all the pupils read their limericks aloud for enjoyment. Let the pupils illustrate and display on the bulletin board.

LIMERICKS

A thin man from chicago said "Why"?
Can't I sit on my lap if I try?
He turned round and round;
'Til he fell on the ground;
And then he gave up and died.

Read the limerick. Limericks are fun.
Try to think of one of your own.

ACTIVITY: Developing expression of feelings through a study in colors by using color poem.

LEVEL: Primary II - III and Grades 4-6

MATERIALS: Paper, pencils, duplicated sheet on color poems

PRE-WRITING: Colors can express feelings. People feel differently about different colors. Let's try to think of some colors.

The color red...how does it make you feel?
Happy? Glad? _____

Blue...how does it make you feel? _____

Read the color poem below.

Blue is the sky
Blue is so high!
Blue is my thing,
Blue is what summer brings.

Blue is the thing in my room.
Blue makes the flowers bloom.
Blue is the thing that goes blip!
Blue is the bud on my tulip!

Blue is my clothes.
Blue has just arose.
Blue is my way.
Blue makes me happy today.

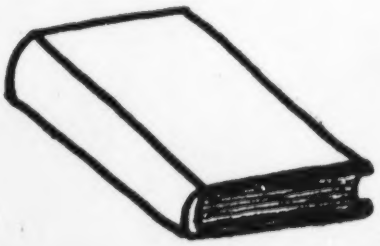
Try to think of a color you would like to write about.

WRITING: After you have thought of a color, begin each line with the name of the color. Try at least four lines.

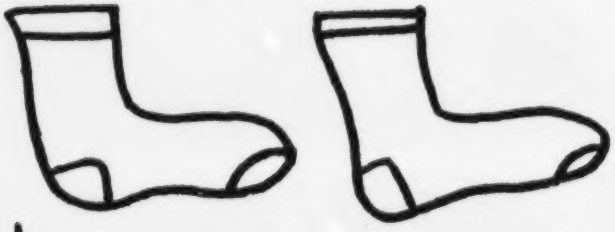
POST-WRITING: Pick some of the color poems and type them up and make a little booklet. Circulate the booklet throughout the school.

Color Poems

Red is my book



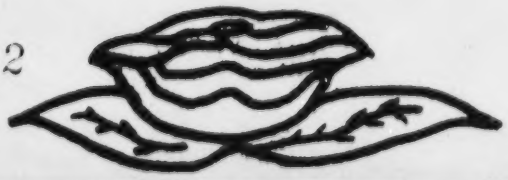
Red are my socks



Red is my apple

Red is my apron

Red is a rose



ACTIVITY: Developing expression of feelings through a study in colors - creative writing.

LEVEL: Primary, Middle

MATERIALS: Colors, paper, pencils, bibliography. For other ideas use Resource: Elementary English, December 1973, "Using colors to Express Feelings."

PRE-WRITING: Colors express feelings. People feel differently about different colors. Colors make people feel differently about different experiences. Try to think of colors like this:

1. Think of a color you like. _____
2. Think of something you think everyone would think about your color _____
3. Think of something hardly anyone else would think about this color. _____
4. Tell how this color makes you feel. _____

WRITING: Take the sentences and try to put them together to form a study about your color.

POST-WRITING: Read the finished product to the class. Put the study of colors on the bulletin board.

ACTIVITY: Prose and Poetry

LEVEL: Primary, Middle

MATERIALS: Thin paper, pencil, orange stick or Q-Tip, lemon juice, iron or warm light bulb

PRE-WRITING: Draw on thin paper, using lemon juice, a picture of a mouse, cheese, and a little boy. Show pupils the "blank paper." Recite a poem such as "Invisible Boy" from *Where the Sidewalk Ends*, by Shel Silverstein, after which hold the drawing up to light and picture will appear.

Tell the students that they can "draw" an invisible picture too. Use lemon juice for drawing pictures. Hold up to a light or iron (warm setting) to cause picture to appear.

WRITING: Have students write a story or poem describing their invisible picture.

POST-WRITING: Read stories aloud and post with students' drawings.

ACTIVITY: Poetry (Developing comparisons)

LEVEL: Primary, Middle

MATERIALS: Manipulative objects such as rice, flower, paper, string, spaghetti, sea shells, pictures of food, toys, animals, outdoor scenes, marbles, rocks; pencils, paper, chalk, chalkboard, "Wishes, Lies, and Dreams" by Kenneth Koch (Section on comparisons)

PRE-WRITING:

1. Each child manipulates an object with teacher directions for comparison as to how it looks...texture, function, weight, and size. Each child tells his "comparison words."
2. Rows of children pair up and exchange objects so each child will have another object to compare with the first object in only one way as to size, shape, weight or function.
3. Each child tells his sentence to the class.
4. Teacher reads a poetry example of comparison. (p.101, "Comparison in Wishes, Lies, and Dreams," by Kenneth Koch)

WRITING:

1. Teacher writes Like and As in big letters on black board and tells children to include one of the words in each line they write.
2. Children write poems about the objects using Like and As.

POST-WRITING:

1. Read aloud poems.
2. Class identifies comparisons in poems. Each may have a turn.

ACTIVITY: Poetry Writing - Free form

LEVEL: Primary, Middle

MATERIALS: Patterns (Examples: question mark, clouds, apple)

PRE-WRITING:

1. Children trace around a pattern on a sheet of paper.
2. Children cut out the shapes they have drawn.

WRITING:

1. Children write a poem on the shape using the word that describes the shape at least once.
2. Children try to fit their poem into the shape.

PRE-WRITING: Display free form poems.

ACTIVITY: Poetry (development of a poetic device - imagery)

LEVEL: Primary, Middle

MATERIALS: Favorite things from home

POST-WRITING:

1. Children are paired to describe an object.
2. First child describes how the object looks, and from what it is made. Then lead from a pure observation activity to an imaginary one.
3. Second child tells how the object "feels" if he is that object. This develops imagination.
4. Record name of child on the board, writing "_____ is _____."
   Name of child — Name of object

WRITING:

1. Child records above sentence on his paper.
2. He writes a "feeling" poem, using that sentence.

   Ex.: Michael <u>is</u> a biotron.
   He <u>feels</u> strong and straight.

POST-WRITING: Read aloud the poems.*

*Older children may develop the idea beyond two sentences. Kindergarten children may dictate the words or the teacher may record them.

ACTIVITY: Creating a poem - clown

LEVEL: Middle

MATERIALS: Picture of the clown, paper, pencil, anthology, poetry sections of language texts

PRE-WRITING: Read several poems aloud to set the mood and create an image. The pupil will listen to try and determine the type of mood set. The pupil can sit with his eyes closed and develop word pictures. He will also listen to the line by line pace. The pupil will recognize the theme of the poem and recognize the thoughts expressed.

WRITING: The pupil will be given the picture of the clown. The picture can be colored brightly. Pupils can be given paper and write down four lines about the clown.

POST-WRITING: Pupils will show through creativity, through vivid images, figures of speech, tone color a summary of his thoughts about the clown. The pupil will enjoy the excitement of creating a poem and share the poems with others.

Look at the picture.
What do you see?
Can you make up a four line poem
about the picture?

ACTIVITY: To teach indirect comparisons - metaphors

LEVEL: Middle

MATERIALS: Duplicated paper on examples of metaphors, Carl Sandburg, "The Fog," in Time for Poetry

PRE-WRITING: Sometimes writers write about non-living things as if they were alive. Here is what one writer wrote about a tree, a mountain, and rain.

1. The old tree stretched its twisted arms to the warm sun.

2. The large mountain scraped its head on the sky.

3. The rain cried its lonely tears upon my window pane.

A tree can't really stretch, a mountain doesn't really have a head, and rain doesn't really come from crying eyes, but, writing in this way brings a very clear picture to your mind. Think in what way the wind might act like a person: "The wind moaned into the chimney." "The wind angrily tore the trees with its teeth." Ask the pupil what else might the wind do like a person?

The wind _____.

The wind _____.

WRITING: Think in which ways these might be like writing a person. Write them down.

1. The fire _____.

2. The fog _____.

3. The lightning _____.

4. The smoke _____.

5. The moon _____.

Make up your own.

POST-WRITING: Have the pupils read them aloud.

ACTIVITY:	Poetry - Haiku
LEVEL:	Middle
MATERIALS:	Art paper, paint, markers
PRE-WRITING:	Read examples of Haiku, noting the form. (There are three lines to be written using seventeen syllables, in Haiku. The first and last lines contain five syllables each, with the middle line having seven. The subject matter usually pertains to nature. The first two lines are descriptive with the last line naming the object or idea described.) Discuss nature and themes that would lend themselves to a Haiku description, i.e., a blade of grass.
WRITING:	Have students write a Haiku poem.
POST-WRITING:	After correction, have students print their Haiku on art paper that they have decorated to go along with the theme of the Haiku.

JOURNALS

ACTIVITY: Journal Writing (Writing experience sentences)

LEVEL: Primary I

MATERIALS: Lined paper, pencils, crayons, large unprinted news.

PRE-WRITING: Talk about the things the children saw on the way to school. Write the sentence starter, "I saw"...on the board two or three times. Tell the children to finish the sentences orally while you write them on the board.

WRITING: Have the children write four sentences that begin with "I saw." Pictures may be drawn if used at the beginning of the year. Tell the children to write the beginning sound for words they cannot spell. Write the words the child wants spelled on a small slip of paper and have the child enter it in a composition book in alphabetical order for future reference.

POST-WRITING: Record stories on large newsprint to make a class storybook. Have children illustrate the stories. Put the book in a place where children may go to read their stories.

ACTIVITY: Journal Writing

LEVEL: Primary, Middle

MATERIALS: Duplicate the following page.

PRE-WRITING: Briefly recall events of the past and discuss happenings of the future.

WRITING: Distribute duplicated page and have children complete it using events.

POST-WRITING: Children can read happenings to classmates. Page may also be added to journal activity which is mentioned in this section of the book.

Last year

Last month

Last week

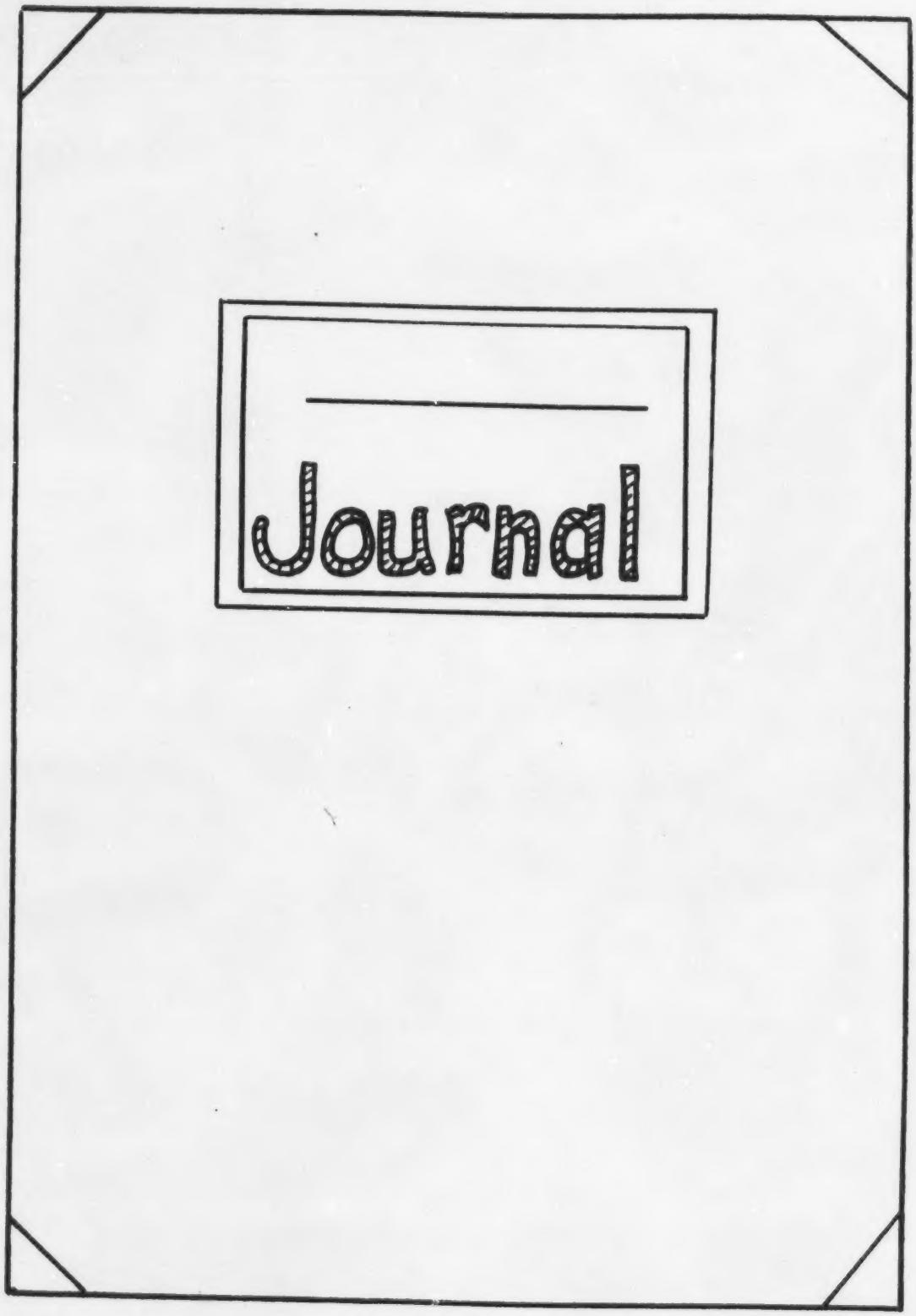
Yesterday

Today

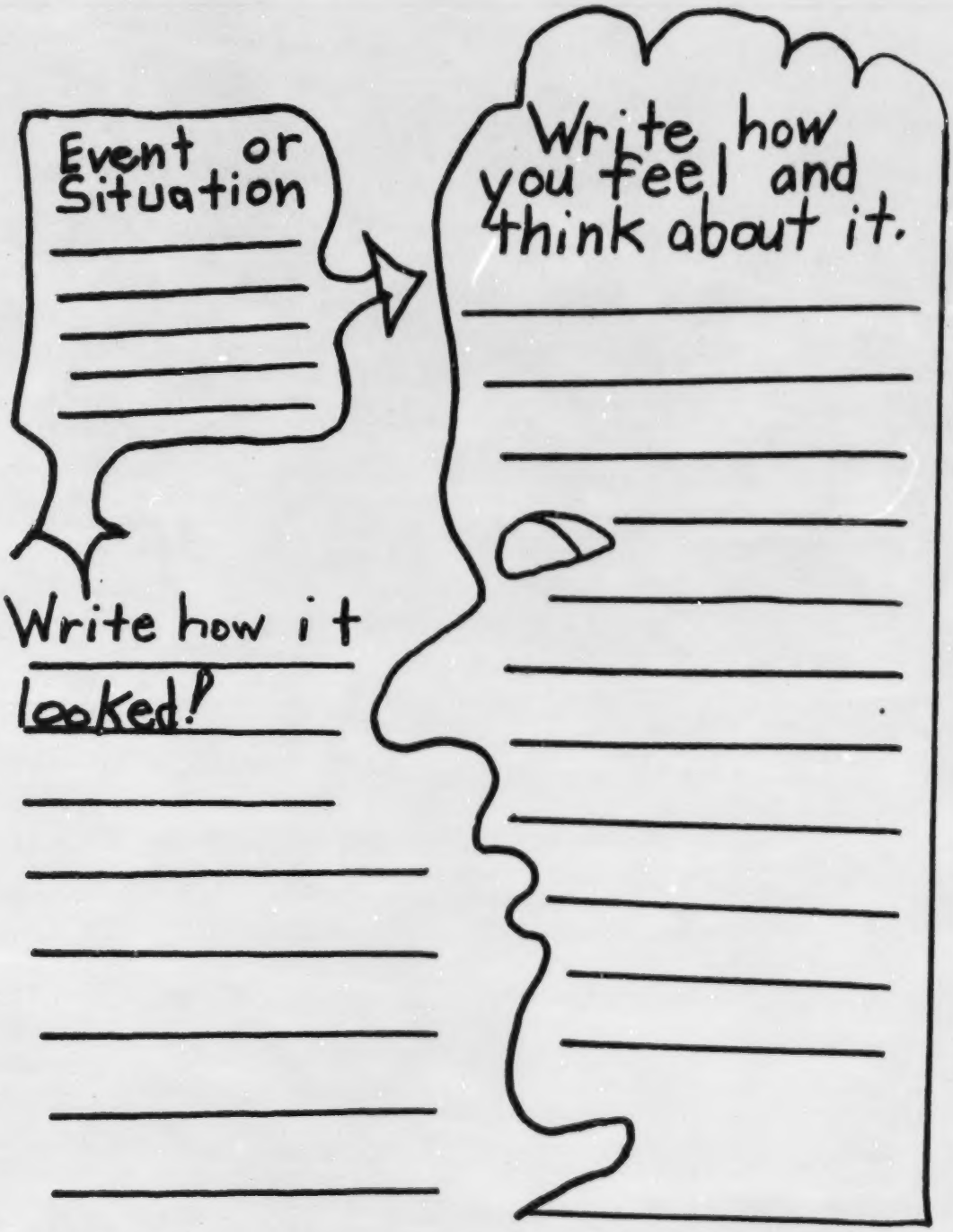
Tomorrow

ACTIVITY:	Journal Writing
LEVEL:	Primary, Middle
MATERIALS:	Make a journal for each pupil by duplicating the following three pages. Construct the journal so that pages can be added later. The page with the calendar at the top should be used at the beginning of each month.
PRE-WRITING:	Discuss journal writing, stressing the fact that a journal is personal and will not be collected or graded. A journal contains a personal account of happenings, life adventures and/or routine.
WRITING:	Distribute journals. Have pupils fill out calendar page, noting important events such as birthdays, holidays, etc. Allow pupils time everyday to make journal entries routinely, dating each entry, i.e., Sunday, Jan. 1.
POST-WRITING:	Allow time each week for rereading journal entries.

ACTIVITY:	Journal Writing (Interpreting an event)
LEVEL:	Primary 3, Middle
PRE-WRITING:	Review titles on duplicated page which follows. Teacher limits the writing to one event or situation. Class writes the event on the duplicated page.
WRITING:	Children write their responses to the rest of the page.
POST-WRITING:	Correct and display papers.


Journal

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.


Event or Situation
Write how you feel and think about it.
Write how it looked!

BUSINESS

ACTIVITY: Ad Writing (Book Covers)

LEVEL: Primary, Middle

MATERIALS: Sample book covers.

PRE-WRITING: Display sample book covers which you can get from room library books. Discuss the design of book covers and the reasons behind such designs. Ask the children if they would pick up a book on the basis of its cover. Why? Why not?

WRITING: Have each child design a cover for a book. Children should keep in mind that it should be appealing in style and design. On the back of the page have children write a brief book review of their book.

POST-WRITING: Display covers. Ask children to choose a book that they would pick up for examination. Children should give reasons for choice.

Another class activity for primary and middle grades would be for the teacher to select a short book and read the story to the children. The cover should not be shown. Pictures could be shown as the story is read. At the conclusion pass out paper and have the children design a cover that would be appealing and appropriate.

ACTIVITY: Ad Writing

LEVEL: Primary, Middle

MATERIAL: Art paper and pencil, (T-shirt, markers optional)

PRE-WRITING: Show pupils a T-shirt that has a written message. Ask pupils to recall T-shirts they have seen and enjoyed. Why? Recall humorous T-shirt messages; political or serious examples of T-shirt literature.

WRITING: Have pupils cut a "T-shirt" out of art paper and write their own messages. They may use permanent-ink markers and write and draw message on a T-shirt brought from home.

POST-WRITING: Wear T-shirt.

ACTIVITY: Messages

LEVEL: Primary-Middle

MATERIALS: Play telephones*, paper, pencils

PRE-WRITING: Review proper use of telephone using play telephones. Discuss telephone manners and the proper way to give and get information. After children role play various conversations, discuss possible messages that result from conversations.

WRITING: Write the following on the chalk board. Your aunt calls your mother to tell her that she is planning a family picnic. Your mother is not at home. Write a message to give your mother the details about the picnic. Discuss with children the necessity of stating date, place, and time as well as other important information in a message.

POST-WRITING: Hang messages on bulletin board as they might be left in a home.

* Tele-trainer from the telephone company might be used as a motivator for this lesson. Plastic telephones may be used.

ACTIVITY: Ad Writing (Job Applications)

LEVEL: Primary, Middle

MATERIALS: Duplicated application form (see following page), pencils or pens

PRE-WRITING: Discuss and list various classroom jobs on the chalkboard. Examples might include book monitor, paper distributor, lunch money monitor, etc. Define the qualifications necessary for each job. Discuss the job seeking process and the necessity of completing an application form.

WRITING: Ask children to choose a job that they would qualify for and enjoy. Each child should complete an application for the chosen job, telling why they want the job.

POST-WRITING: Collect applications and sort. Read applications and have children review them. Select a child for each job on the basis of completeness of application. Rotate jobs so that each child has a turn.

JOB APPLICATION

NAME: AGE:

SCHOOL: PHONE:

JOB:

EDUCATION:

QUALIFICATIONS:

JOB EXPERIENCE:

REFERENCE:

On reverse side, write why you want the job.

ACTIVITY: Ad Writing

LEVEL: Primary, Middle

MATERIALS: Collect advertisements of food or household products.

PRE-WRITING: Discuss ads that children see in the newspapers and on T.V. and those they hear on the radio. Each child can bring in an ad that is appealing and tell why. The teacher can discuss the type of writing the sponsor chose (jingle, musical, rhyme, alliteration, etc.), the format, color, illustrations, etc.

WRITING: Have the pupils create a product and make up an ad about it. They may want to enlarge the container size to better illustrate their products. After each pupil has his/her own product, each one should write an ad that would sell the product. This can be written as a jingle, verse, poem, story, etc.

POST-WRITING: After the children have created their products, and written their ads they should share them with classmates and post them on a bulletin board for others to read and discuss.

ACTIVITY: Ad Writing

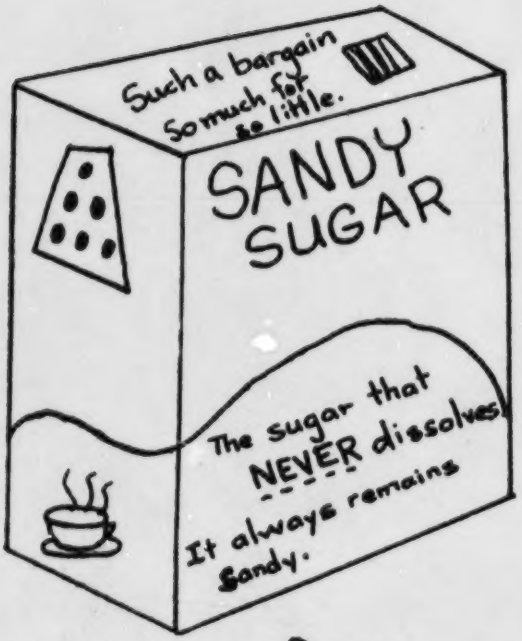
LEVEL: Primary, Middle

MATERIALS: Copies of the following page of make-believe products

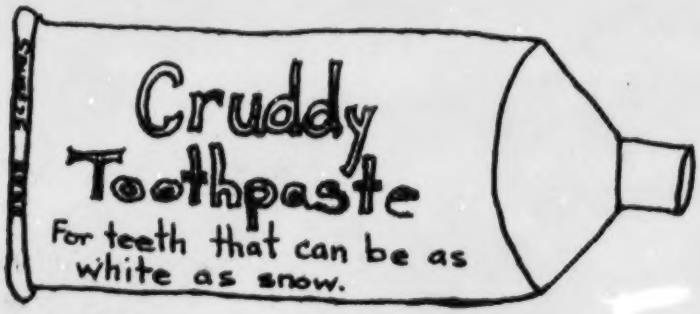
PRE-WRITING: Discuss ads that children see daily.

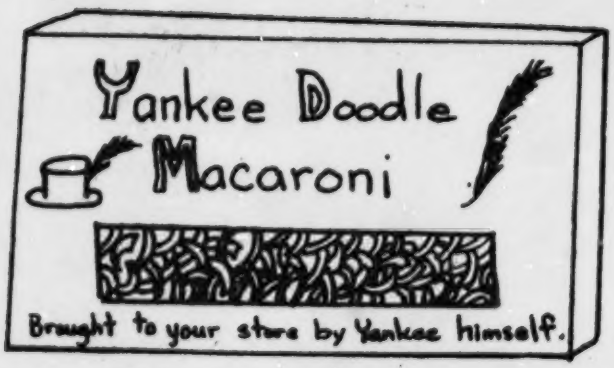
WRITING: Distribute the pictures of make-believe products. Have pupils write an ad to endorse each product. This can be done in story form, jingle, rhyme, musical, etc.

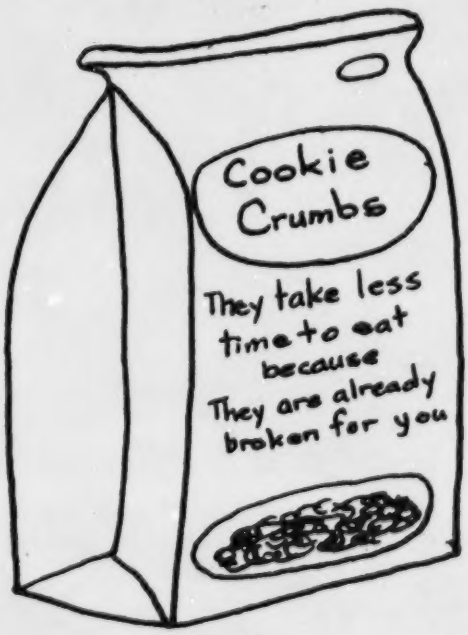
POST-WRITING: Each child can read his/her ad to the class. They may color and display their ads on a bulletin board for others to view.


Such a bargain
So much for so little.
SANDY SUGAR
The sugar that NEVER dissolves!
It always remains Sandy.

The Cat's Meow Cat Food
Made from real live dead fish- Mmm- Good


Cruddy Toothpaste
For teeth that can be as white as snow.


Yankee Doodle Macaroni
Brought to your store by Yankee himself.


Cookie Crumbs
They take less time to eat because
They are already broken for you

ACTIVITY: Ad Writing

LEVEL: Upper Primary, Middle

MATERIALS: Memorandum, pencil

Memorandum

To: Abler Advertisers

From: Mechanical Helper, Ltd.

Re: Ad copy for new product

Product: Biotron

Purpose:

Functions:

How it operates:

Size:

Colors:

Price:

Features:

Warranty:

Special Offer:

PRE-WRITING: Fill in the Memorandum.

WRITING: Use the outline to write an ad for a product.

POST-WRITING: Set up an advertisement page for a newspaper using information from the outline.

ACTIVITY: Ad Writing

LEVEL: Upper Primary, Middle

MATERIALS: Duplicated sheets of pencil patterns, crayons, pencils with advertising for observation and discussion.

PRE-WRITING: Discuss how merchants, organizations, etc. use pencils as a means of advertisement. Stress color and style of imprinting of letters, etc.

WRITING: Pass out duplicated pencil pattern. Have children create ads they would like to see on pencils.

POST-WRITING: Discuss and display pencils. Perhaps the class would like to design a class pencil ad and actually have it embossed. Consult the Yellow Pages of your phone book for companies that do this type of work.

ACTIVITY: Ad Writing (surveys)

LEVEL: Upper Primary, Middle

MATERIALS: Survey sheet below, paper, pencil

PRE-WRITING:

1. Select a product.
2. Ask people to respond to the questions on the survey.
3. Color in the box to the response.

1. Why did you buy the product?

Liked ad						
Recommended by friend						
Liked package						
Special offer						
Other						
	1	2	3	4	5	6

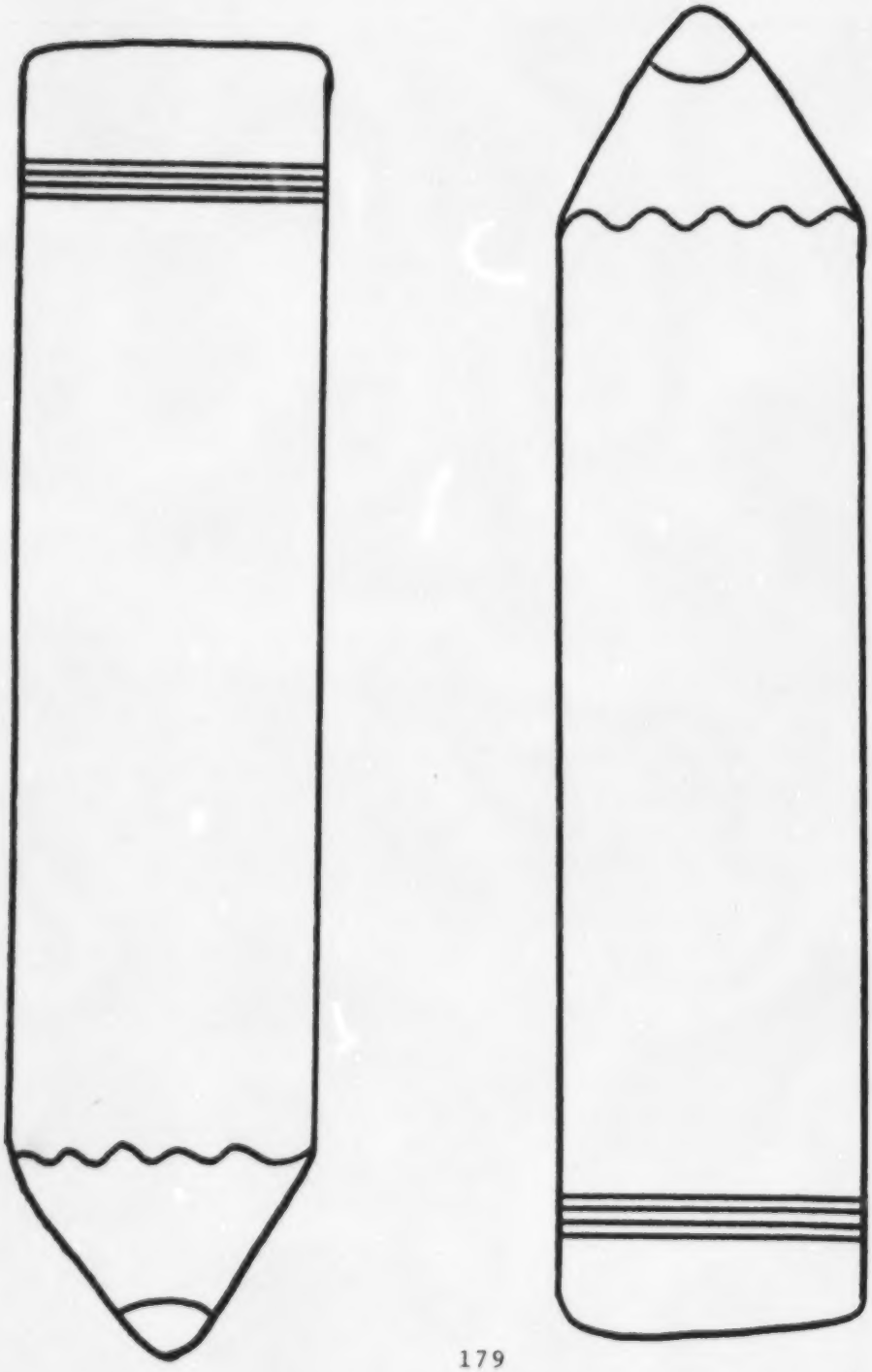
2. Did product meet ad claims?

Yes						

WRITING: Write a paragraph on your findings.

POST-WRITING: Prepare an ad for your product.

You are writing ads for pencils. What would your pencils say?



179

ACTIVITY: Secret Codes - Decoding a secret message

LEVEL: Primary, Middle

MATERIALS: Paper, pencil, code sheet

PRE-WRITING: Often children enjoy reading messages that are written in a secret code. Children often like to devise their own code or the teacher may supply them. For your convenience on the attached paper are a few secret codes.

WRITING: Have children select a partner or the teacher may assign a certain secret code to one row and then to another.

For example: rows 1, 3, 5 use code #1
rows 2, 4, 6 use code #2

Children write a brief message, riddle or joke. The children exchange them with a person using the same code (for less confusion). After decoding, the child checks with the person who wrote the message to see if it has been properly decoded.

POST-WRITING: None - Good activity for quiet working time.

ACTIVITY: Making List

LEVEL: Middle

MATERIALS: Magazine pictures, pencils, papers

PRE-WRITING: Display magazine pictures. Pictures should depict situations that require planning. Discuss planning and how making lists can facilitate planning. Situations that might be discussed include:

1. A shopping trip.
2. A camping trip.
3. A holiday party.
4. A clean-up day at home.

WRITING: Ask the children to make a list for one of the situations depicted. Children may list items needed, things to do, etc.

POST-WRITING: Children might draw pictures to illustrate the results of their list making. A camping equipment list might be illustrated with a camping picture showing the equipment in use.

VARIATIONS: A list may be organized in various ways. Children might want to make an alphabetical list, a list of nouns, or a list with each item beginning with the same word.

Secret Codes

I.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

II

A	B	C	D	E	F	G	H	I	J	K	L	M
z	y	x	w	v	u	t	s	r	q	p	o	n

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
m	l	k	j	i	h	g	f	e	d	c	b	a

III.

A	B	C	D	E	F	G	H	I	J	K	L	M
•	▲	■	X	⬬	⌒	▬	／	⬮	▼	⊙	!	✡

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
o	«	◢	✂	☟	◆	⊞	▱	✦	ξ	ξ	⅄	◎

IV.

A	B	C	D	E	F	G	H	I	J	K	L	M
26	25	24	23	22	21	20	19	18	17	16	15	14

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	12	11	10	9	8	7	6	5	4	3	2	1

ACTIVITY:	Ad Writing (Developing attention - getting techniques for ad writing)
LEVEL:	Middle Grades
MATERIALS:	Chalk, pencil, paper, sample advertisements
PRE-WRITING:	Discuss and record (on chalk board) different ways of getting attention in ad writing. List the following: 1. Use question method 2. Let inanimate objects talk 3. Excite the reader Display samples of such techniques in collected ads.
WRITING:	Each child writes a short ad on a half sheet of 4 x 6 manila paper, using one of the above-mentioned techniques.
POST-WRITING:	Ads may be illustrated. Ads are read aloud by the children and are posted on a bulletin board.

ACTIVITY:	Ad Writing
LEVEL:	Middle
MATERIAL:	Placemat Menus, Regular Menus, art paper, crayons/markers
PRE-WRITING:	Display assorted restaurant menus. Read menu aloud, and ask students how the descriptions might encourage them to order a particular item. Talk about favorite foods and record on chalkboard words that might best describe those foods.
WRITING:	Have students design, decorate, and write their own menus.
POST-WRITING:	Display on bulletin board/or use at a party or lunch.

APPENDIX

RESOURCE MATERIALS

BOOKS

Wishes, Lies, and Dreams. Koch, Kenneth.
Vintage Books/Chelsea House Publishers, 1970, New York

Where the Sidewalk Ends. Silverstein, Shel.
Harper and Row Publishers, 1974, New York

Rose, Where Did You Get That Red?. Roch, Kenneth.
Vintage Books/Random House, 1973, New York

A New Approach to Language Arts in the Elementary School. Taylor.
Elvin Parker Publishing Company, 1978

Winged Writing. Applegate, Mauree.
Row, Peterson and Company, 1951, New York

Time For Poetry. Arbuthnot, May Hill.
Scott, Foresman and Company, 1951, New York

The Teaching of Writing in Our Schools. Corbin, Richard.
Macmillan Company, New York

When the Teacher Says, "Write a Story". Applegate, Mauree.
Harper and Row, 1965, New York

Goops, And How To Be Them.

PERIODICALS:

Elementary English. The Official Journal of the Elementary Section of the National Council of Teachers of English.

Language Arts. Official Journal of the Elementary Section of the National Council of Teachers of English.

Grade Teacher.

Instructor.

PAMPHLETS:

Such Interesting Things to Do!. Grades 1 and 2, Independent Activities in the Language Arts Program, Scott, Foresman and Company, 1963

Guidelines for Creative Writing. Ullyette, Jean M. F. A. Owen Publishing, 1963, New York

The Language Arts Box. Educational Insights, Inc., 1973 Inglewood, California

Write On

BOOKS

Hailstones and Halibut Bones. O'Neill and Weisgard. Doubleday and Company, Inc.

Freeing Children to Write. Applegate, Mauree. Harper and Row, Publishers, 1963

Writing Scholastic Real World English. Markham, Lois (Editor). Scholastic Book Services, 1978, New York

Write to Communicate: The Language Arts in Process. Reader's Digest Educational

On Teaching. Kohl, Herbert

The Big Book of Writing, Games and Activities. Kaplan, Mallsen and Gould. Goodyear Publishing Company, Pacific Palisades, California, 1975

STUDY PRINTS:

870-40-1 8 Child's World of Poetry

111

Using Films, Filmstrips, and Slides in the Writing Program

Films, filmstrips, and slides may be used in a variety of ways to enhance the pre-writing, writing, and post-writing phases of the composition process. Films listed under the heading "Language Arts - Creative Expression" in the Audiovisual Instructional Materials Catalog refer specifically to Writing Skills. The guides that accompany these films give practical suggestions for activities. Other films from the audiovisual list may be adapted for use in the writing process as follows:

1. Turn the film projector off at a dramatic moment. Discuss film's storyline up to that point. Ask pupils to write an ending for the story.

2. Review sequencing skills by asking pupils to write the sequence of events following a film showing.

3. Use a film that depicts a problem situation for the characters involved. Stop the film after the problem is presented. Ask pupils to write a solution to the problem.

4. Show a film with the sound turned down to an inaudible level. Ask pupils to write a story to accompany the picture they saw.

5. Discuss films in a group setting to define the main idea. After the main idea has been identified, list supporting details and the conclusion. This process will familiarize pupils with the story/paragraph outline form.

6. Write a film review; state feelings about film.

7. Use a single scene in a film as a motivational device for writing. For example, the scene in the film Serendipity showing rain might motivate pupils to create a story.

8. Motivate pupils for poetry writing by showing a nature film. Films about rain, animals, and countryside might provide stimulation for poetic description.

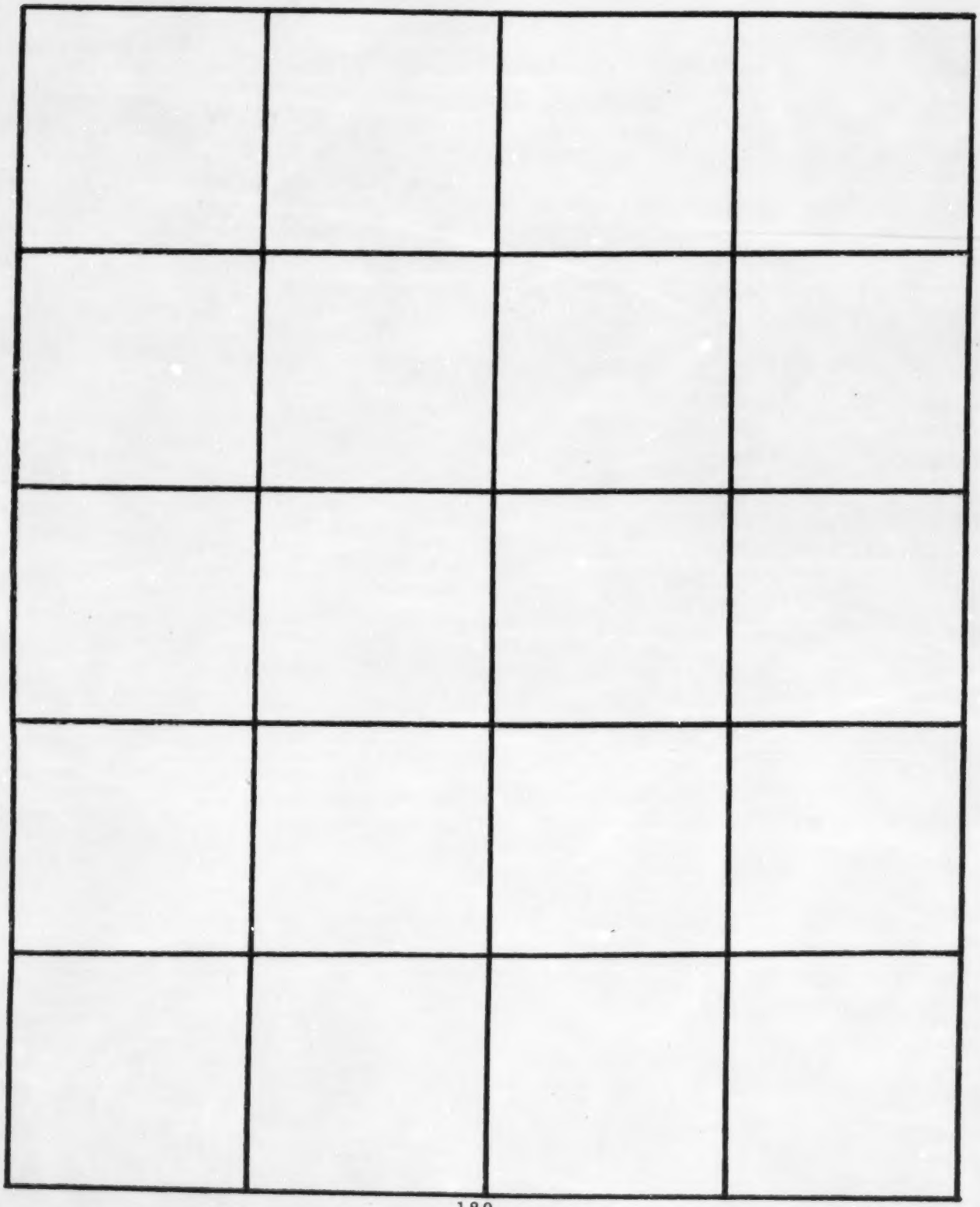
9. For creating slide presentations the class should be divided into small groups. Discuss various topics such as books, movies, musicals, etc. that can be developed into a slide presentation. Stress that the narration should go with the pictures. Children may want to write stories as a group or individually and then assemble bits and pieces from each. When the composition is complete, the children should look for the pictures they will need to incorporate into their show.

   To make slide lifts from newspapers you must have access to a transparency making copier machine. Duplicate the following grid sheet on white paper (allow at least three per child). Materials needed: clear acetate sheets for making transparencies, rubber cement,

permanent colored ink markers with fine points, newspapers, - have children bring extra sections of the comics. Distribute materials and tell children to select items that are appropriate for their stories. Children can select cartoon characters and change names. Have children cut out portion to be used and emphasize that material for one slide must fit into one grid section. Fasten to grid sheets using small amount of rubber cement. NO OTHER GLUE WILL WORK! After entire grid sheet has been filled, the teacher should pass the material through the transparency maker. Children can color using the permanent colored ink markers.

113

This grid sheet belongs to _____



Suggested Films

Films		Grade Level
364-102	Doughnuts	4-8
267-120	Pigs	Kg.-6
164-106	Glass	5-12
269-108	Blue Dashiki: Jeffrey and His City Neighbors	4-8
162-123	Let's Write a Story	4-7
174-131	Creeps Machine	4-7
162-118	Story of a Book	4-6
255-100	Adventures of a Baby Fox	P3-8
Filmstrips		
	STEPS IN BUILDING A PARAGRAPH SERIES	5-9
665-171	Steps 1 - 3	
665-172	Steps 4 - 5	
665-173	Steps 6 - 7	
665-174	Steps 8 - 9	
Sound Filmstrips		
774-723	Letters from Dave and John	P3-5

Language Arts - Grammar - Literature (Entire section-refer to catalogue/ yellow pages)

Film		
155-111	Make Way for Ducklings	P1-4
Filmstrip		
664-178	Hearing Rhymes	P1-3

Language Arts - Creative Expression

Films		Grade Level
276-141	Sam, Bangs, and Moonshine	4-7
255-100	Adventures of a Baby Fox	P3-8
168-104	Farm Animals in Rhyme	Kg.-P3
150-111	Frisky the Calf	Kg.-P3
163-104	Hailstones and Halibut Bones	Kg.-4
271-121	Hiroko Ikoko	4-6
171-122	How Do They Move	Kg.-P3
171-120	Just One Me	P1-P3
272-183	Larry, Mr. Jenkins and the Antique Car	P3-6
178-104	Let's Write a Story (2nd Ed.)	4-7
171-119	Little Girl and a Gunny Wolf	P1-P3
274-134	Me and You Kangaroo	5-8
267-121	Poems We Write	4-8
263-132	Poetry For Me	5-8
268-129	Serendipity I: Find Something Real to Write	P3-8
169-147	What If	P1-P3
171-118	Where Should a Squirrel Live	Kg.-6
356-115	Red Balloon	P2-10
278-116	Roundabout	4-6

Sound Filmstrips

774-729	Hear It and Write	5-6
774-731	Write in Order	5-6
774-730	Write Lively Language	5-6

Language Arts-Literature-Folklore and Fables

Films		Grade Level
148-107	Fox Fables	P2-6
159-104	He Who Laughs Last, Laughs Best	P2-6
275-112	Jack and the Robbers	P3-5
270-188	Paul Bunyan	P1-P3
258-127	Legend of Johnny Appleseed	P1-P3
170-111	Three Little Pigs	Kg.-P3
377-112	Mowgli's Brothers	P3-8
177-108	North Wind and the Sun	P1-4
376-113	Rikki-Tikki-Tavi	P2-4
376-114	White Seal	P3-6

Sound Filmstrips

769-418	Jack and the Witch	P3-6
769-419	John Henry	P3-6
775-704	Johnny Appleseed/Davy Crockett	P2-3
766-435	Justus the Ant	Kg.-P3
769-439	Kantjil the Moose Deer - Indonesia	4-6
769-403	Magic Drum	4-6
769-442	Man Who Cut the Cinnamon Tree - China	4-6
767-403	Miller, His Son and the Donkey: Ant and the Grasshopper	Kg.-P3
769-443	One-Inch Fellow - Japan	4-6
766-436	Pearl of Great Price	Kg.-P3
775-702	Pecos Bill/Paul Bunyan	P2-P3
769-444	Sandalmaker - Japan	4-6
769-404	Singing Drum	4-6
769-405	Strongman Who Boasted Too Much	P3-6
769-411	Talking Yam	4-6
769-406	Three Tasks of Mizano	4-6
769-412	Tortoise's Secret (with record)	4-6
769-703	Tortoise's Secret (with cassette)	4-6

Sound Filmstrips		Grade Level
769-413	Why the Ashanti Raise Yams	4-6
769-706	Why the Ashanti Raise Yams (with cassette)	4-6
769-407	Why the Bush Fowl Calls At Dawn	4-6
769-414	Why the Turtle Has A Hard Shell	4-6
766-437	Wind and the Seeds	Kg.-P3
769-422	Witch of the Woods	P3-6
767-404	Woodcutter and the Ax/Donkey in the Lions Skin	Kg.-P3
769-420	Paul Bunyan	P3-6
777-770	Ant and the Butterfly	P2-4
777-775	Wolf and the Crane	P2-4
777-774	Owl and the Grasshopper	P2-4
777-773	Honest Woodsman	P2-4
777-772	Farmer and the Barrel	P2-4
777-771	Dog In the Manger	P2-4